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ABSTRACT

Designed for high risk children with learning needs in the development of academic, social, physical, or conceptual skills, this manual identifies and presents, in a developmental sequence, a preschool program for disadvantaged and migrant five-year-old children. The program's fundamental goal is to prepare each disadvantaged and/or migrant preschool child for successful entry into first grade through an individualized assessment-prescriptive lesson process that focuses on each child's academic, social, physical, or conceptual needs. The organizational design of the curriculum is modeled after the Santa Clara Inventory of Developmental Tasks, with an increased emphasis in language arts, including the addition of visual and auditory perception and memory. The other strands are reading readiness, gross motor skills, fine motor skills, emotional development, mathematics, social science, art, music, and science. sequence of objectives, with activities described for each. The complete manual represents the major activities for a full year program. The entire manual is written in English, but can be used successfully with Hispanic children as well. The bibliography includes sources for brand name and other special materials/equipment: in many instances all materials may be readily available in the classroom. The pupil program assessment section is designed to be used for pupil selection as well as a measure of pupil progress. (AN)

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CURRICULUM GUIDE
and
ACTIVITIES MANUAL
A PRESCHOOL PROGRAM
for
DISADVANTAGED AND MIGRANT CHILDREN

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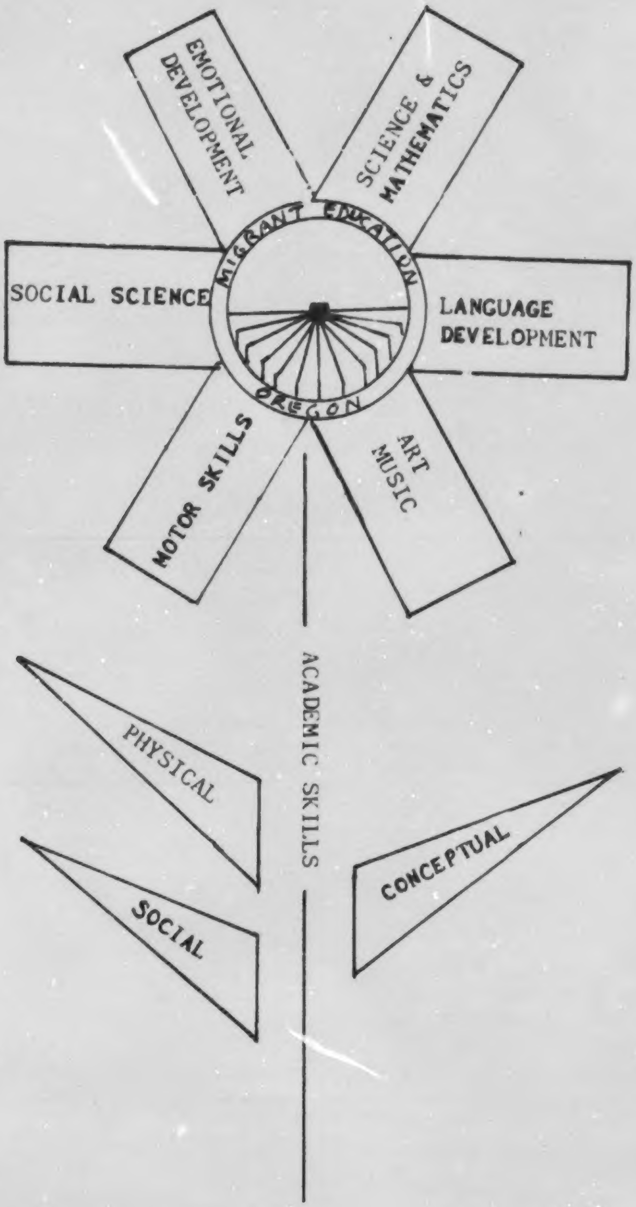
OREGON MIGRANT EDUCATION


EMOTIONAL DEVELOPMENT
SCIENCE & MATHEMATICS
MIGRANT EDUCATION
SOCIAL SCIENCE
LANGUAGE DEVELOPMENT
OREGON
MOTOR SKILLS
ART MUSIC
ACADEMIC SKILLS
PHYSICAL
SOCIAL
CONCEPTUAL

EARLY CHILDHOOD SKILLS - ACTIVITIES

Introduction

This curriculum guide/activities manual has been developed to identify and present, in a developmental sequence, a program for disadvantaged five-year-olds.

It differs from a traditional kindergarten curriculum because it is designed for high risk children who may have difficulty when they enter the first grade as six year olds, who have learning needs in the development of academic, social, physical, or conceptual skills.

The program is designed to be operated largely on an individualized assessment-prescriptive lesson process, using individualized, small group, and large group instruction, and it has been developed and refined for the past 9 years.

The design of the objectives and activities is flexible enough for small or large group instruction, although individual initial assessment and progress checks may be necessary.

Special recognition is given to the Josephine County ESEA Project and to the Early In Project; we have made liberal use of their activity worksheets.

Foreword

In designing a curriculum for disadvantaged and migrant preschool children, several concerns were addressed:

One, the children are often from homes where the lifestyle is generally unstructured, at times to the point of total disorganization, and they face the problem of entering a traditional primary school where there may be organization almost to the point of regimentation.

Two, the children selected for this program are those with the greatest educational needs, and many are desperately in need of academic preparation for entry into the first grade. The home life of many families places a low priority on the normal early childhood games, activities and interaction with parents and others, and, as a result, they often lack conceptual development that is considered normal.

Three, many of the children have chronic nutrition-health problems that, coupled with other factors, has limited their physical and mental development to the point where hand-eye coordination is very poor.

The history of similar children in previous programs has demonstrated that without some preschool preparation, many would not be able to make satisfactory progress in the first grade, and would either be retained for a second year or would continue through the grades always lagging and in need of remedial assistance.

This program has not been designed for all children, as many would already have achieved a number of the objectives, and would be expected to make normal progress in the first grade without the preschool experience.

The selection of children to participate in the program is a process of formal and informal assessment of needs, as compared to what might be considered normal achievement and development, and those with the greatest needs are accepted for enrollment. The assessment instruments are representative of the program activities.

STATEMENT OF PHILOSOPHY

PRESCHOOL

It is our belief that:

1. Each child has an inherent love of learning that can be developed through a preschool program and which will help that child to become a confident and productive person.

2. Each child is an individual, with unique talents, abilities, and potential, and the educational program must be designed and operated to effectively enhance these characteristics.

3. The ability to learn is innate, with differing rates and modalities, and the teaching process must emphasize the most effective style of learning for each child.

4. Programs that encourage active participation are more effective than those that emphasize passive participation.

5. Children who experience early success will develop effective learning patterns and will maintain their love of learning.

6. There are a number of identifiable skills that insure successful entry into the first grade, and these skills can be taught to preschool age children.

7. Early identification of the skills which a child needs for primary grade entry, with subsequent prescriptive treatment, is effective in initiating that child's success in the primary grades.

8. Program design must consider the development of the whole child; academic, social, physical, and conceptual.

9. Learning in one's dominant language is more effective than learning in a second language; skills and concepts may be transferred as a language is learned.

10. Learning is based on experiences and values; culture and heritage reflect these and must be infused in the curriculum for effective learning.

The fundamental goal of the preschool program is to prepare each child for successful entry into the first grade through a diagnostic prescriptive program that focuses on each child's needs; academic, social, physical or conceptual.

PROGRAM GOALS

The general goal for the preschool is inclusive of four major categories: Academic, Social, Physical, and Conceptual development. For the purpose of this guide, a brief definition on each is needed:

Academic Development is basically defined as skills attainment in the areas of social, physical, and conceptual development. Although identified separately, academic development is the vehicle by which development in the other areas is achieved.

Social Development is defined as the process of change from self-centeredness to group-centeredness, while identifying and maintaining the concept of self as an individual.

Physical Development is defined as the process of growth and the attainment of large and small muscle motor control.

Conceptual Development is defined as the broad arena of mental processes that allow a child to understand facts and ideas, and the ability to generalize and categorize in a logical manner, moving from the concrete toward the abstract.

GOAL 1. Each child will acquire academic skills through social, physical, and conceptual development activities that will enable him/her to successfully enter the first grade.

GOAL 2. Each child will develop social skills that will enable him/her to function effectively as a member of society.

GOAL 3. Each child will develop those physical skills commensurate with his/her physical maturity.

GOAL 4. Each child will develop conceptual skills that will allow him/her to become an effective learner.

The Curriculum

The organizational design of the curriculum is modeled after the Santa Clara Inventory of Developmental Tasks, with several modifications, the major one being increased emphasis in language arts. We have included visual and auditory perception and memory as a part of the language arts strand, and have included strands with traditional educational titles: art, music, science, social science, and mathematics.

Each strand includes a sequence of objectives, with activities described for each. The complete manual represents the major activities for a full year program.

The entire manual is written in English, but it has been used successfully with Hispanic children as well.

Activities may be readily translated to other languages but preplanning is recommended to avoid infringement on cultural and religious values as well as language structure changes through translation.

The bibliography includes sources for brand name and other special materials/equipment; in many instances all materials are readily available in the classroom.

The pupil program assessment section is designed to be used for pupil selection as well as a measure of pupil progress.

PRESCHOOL DEVELOPMENTAL SEQUENCE DISPLAY

STRAND	Objective A	B	C	D	E
1. LANGUAGE DEVELOPMENT	State own name	Respond to a command	Identify body parts	Recall facts	Follow commands
2. READING READINESS	Identify upper and lower case letters	Relate experience story	Recognize & produce consonant	Decode pictographs	Decode one syllable words
3. GROSS MOTOR SKILLS	Roll a ball	Toss & catch	Walk	March	Gallop
4. FINE MOTOR SKILLS	Hold pencil correctly	Mark within a path	Mark on a line	Trace on template	Reproduce a pattern
5. EMOTIONAL DEVELOPMENT	Control emotions	Aware of feelings	Cope with fears	Cope with peer relationships	Build friendships
6. MATHEMATICS	Identify shapes	Count objects	Rote count	Identify numerals	Match numerals & objects
7. SOCIAL SCIENCE	Aware of self	Know family members	Know value of school	Know about community helpers	Aware of cultural heritage
8. ART	Know basic colors	Aware of likeness/similarity	Aware of differentness	Recall visual image	Draw a picture
9. MUSIC	Know loud sounds	Know soft sounds	Know fast tempo	Know slow tempo	Repeat rhythms
10. SCIENCE	Make observation	Learn by exploration	Learn by experimentation	Use reasoning	Formulate explanation

PRESCHOOL DEVELOPMENTAL SEQUENCE DISPLAY

F	G	H	I	J	K	L	M
Name objects	Respond in a sentence	Know same and different	Recall sequentially	Repeat a sentence	Identify rhymes	Identify prepositions	Know own address phone
Read and comprehend a sentence							
Jump forward	Hop on one foot	Imitate movements	Skip				
Reproduce shapes	Cut on a line	Write letters of alphabet	Write own name	Write numerals	Copy words	Copy a sentence	
Learn sportsmanship	Learn sharing	Demonstrate positive self-image	Know right/ wrong	Attend to personal needs			
Tell time	Identify coins	Compare coin value	Compute simple addition	Compute simple subtraction			
Obey basic rules	Aware of holidays	Know modes of transportation					
participate in musical activity	Perform in musical activity	Participate in cultural activity	Respond creatively				
Learn by discovery	Form conclusion	Use questions	Classify	Generalize			

ACTIVITIES

Strand 1:

LANGUAGE DEVELOPMENT

A. State own name

B. Respond to a command

C. Identify parts of the body

D. Answer questions (recall facts)

E. Follow commands

G. Respond in a sentence

H. Know same and different

I. Can recall in sequence

J. Repeat a sentence

K. Identify rhymes

L. Identify prepositions

M. Know own address and phone number

1-A-1

Objective:

The child will respond with his/her first and last name when being introduced to a puppet or another child.

Activity:

Using a puppet, introduce children to a new puppet friend who comes to "visit" today. The teacher pretends to carry on a conversation with the puppet who is shy and frightened because he doesn't know anyone. After building a feeling of need for him to be accepted, the puppet says to each child: "My name is _____ _____, What is your name?" He should respond in a pleasant manner to each child to overcome timidity if possible. Rewards-either verbal or appropriate concrete reward will encourage response.

Criterion:

The child will respond correctly twice in a class session.

Room/Pupil Arrangement:

Whole group seated in a circle.

Materials/Equipment Needed:

A hand puppet.

Follow-up Activities:

Objective:

The child will respond with his/her first name when his/her turn to answer "What is your name?" is indicated.

Activity:

Using the record Learning Basic Skills Through Music, Activity Records Inc., as a group activity, the child will respond to the question in the song as the instructor indicates his/her turn by saying his/her first name. This is a group-game type of activity in which the child relaxes and is able to overcome his/her fears more easily.

Criterion:

The child will respond correctly in turn.

Room/Pupil Arrangement:

Whole group in a circle.

Material/Equipment Needed:

Learning Basic Skills Through Music, Activity Records, Inc.

Follow-up Activities:

Sing "Here We Are Together".

Objective:

The child will respond with his/her first and last name when using a puppet to speak for him/her.

Activity:

Working in groups of two, the child will speak through his/her puppet saying to the second child, "My name is _____ _____, What is yours?" The second child will respond: "My name is _____ _____." The second child then has a new partner to whom he/she says: "My name is _____ _____. What is yours?" The game continues until each child has an opportunity to be the questioner and answerer.

Criterion:

The child will respond correctly twice in a daily session.

Room/Pupil Arrangement:

Whole group in a circle.

Materials/Equipment Needed:

A hand puppet.

Follow-up Activities:

1-A-4

Objective:

The child will repeat his/her first and last name correctly when playing a game of "Who Are You?"

Activity:

One child pretends to be a character (this can be determined by the teacher and any timely situation). The character is in a role-playing situation and can greet the children who are placed in random positions. He/she pretends to be lost and greets each child with the question "Hello, I am _____ _____, who are you? The response would be "I am _____ _____. The game continues with "Where is? (probably a place in the room.) He/she thanks the child and moves on. If the group is large, three or four small groups could be formed to allow the game to move more quickly and keep attention high.

Criterion:

Each child will respond correctly with his/her first and last name once during the game and again several days later.

Room/Pupil Arrangement:

Either whole group or small groups in circle.

Materials/Equipment Needed:

Follow-up Activities:

1-A-5

Objective:

The child will respond in turn with his/her full name in a correct sentence pattern, when asked by the instructor, "What is your name?"

Activity:

Using the puppet, P. Mooney, from the Peabody Kit Level K, capture the imagination of the child, then say "My name is P. Mooney- what is your name?" When the child responds, he/she is given a concrete reward during the beginning sessions.

Criterion:

The child will respond correctly three times out of three.

Room/Pupil Arrangement:

Whole group seated in a circle.

Materials/Equipment Needed:

Peabody Kit-Level K. Lesson 1, P. Mooney Puppet, Lesson #1 Rewards

Follow-up Activities:

Objective:

The child will respond with his/her first and last name when it is his/her turn.

Activity:

Place the children around you in a circle. First throw a ball to a child, he/she is asked "What is your name?" His/her response should be "My name is _____ _____." Repeat until all have had a turn at answering the question.

Criterion:

The child will respond with his/her first and last name each time it is her/her turn in the game.

Room/Pupil Arrangement:

Whole group standing in a circle.

Materials/Equipment Needed:

Ball

Follow-up Activities:

Objective:

The child will respond with his/her first and last name when it is his/her turn.

Activity:

Divide the class into small groups. In the middle of the circle a child may ask the sentence pattern, "What is your name?" after he/she has thrown the ball and another in the circle has caught it. If the child who caught the ball answers correctly, he/she takes the place in the center of the circle and the game continues.

Criterion:

The child will respond correctly with his/her first and last name each time it is his/her turn in the game.

Room/Pupil Arrangement:

Small group or large group in a circle.

Materials/Equipment Needed:

Ball

Follow-up Activities:

Objective:

The child will respond appropriately to his/her own name and a given command when asked to do so by the teacher.

Activity:

Using a game where the teacher calls the child's name and asks him/her to do a simple activity such as: Stand-up; or wave your hand; or touch your head; or blink your eyes; or a similar activity.

Criterion:

The child will respond correctly three times out of three.

Room/Pupil Arrangement:

Whole group in a circle.

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will respond to his/her own name and a verbal command appropriately when asked to do so by the teacher.

Activity:

Having the children stand in front of their chairs the teacher will say: "Now we will play a follow directions game. Listen for your name and the direction, then do the thing I say."

Example: "Jimmy, before you sit down, clap your hands."
"______, After you stand up, close your eyes."
"______, Before you sit down, blink your eyes."
"______, After you stand up, jump up two times."
"______, Before you sit down, turn around."
"______, After you stand up, snap your fingers."
"______, Before you stand up, stamp your feet."
"______, Before you sit down, hop on one foot."
"______, After you stand up, clap your hands."

Criterion:

The child will respond correctly two out of three times.

Room/Pupil Arrangement:

As desired - circle is a comfortable arrangement.

Materials/Equipment Needed:

Peabody Kit - Level P - Lesson #109, p. 212 and 213

Follow-up Activities:

Objective:

The child will respond to his/her own name and a verbal command appropriately when asked to do so by the teacher.

Activity:

Play a game of Let's Pretend. The teacher calls on a child and tell him/her to pretend he is doing an activity.

"Ann , Pretend to bounce a ball."

"_____, Pretend to blow up a balloon."

"_____, Pretend to rock a doll."

"_____, Pretend to hammer a nail."

"_____, Pretend to play a guitar."

"_____, Pretend to throw a dart."

"_____, Pretend to jump a rope."

"_____, Pretend to blow a whistle."

"_____, Pretend to saw a board."

"_____, Pretend to wash a dish."

Continue this game with other activities added as you wish.

Criterion:

The child will respond correctly two times out of three.

Room/Pupil Arrangement:

Whole group sitting in a circle.

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will respond to his/her own name and a verbal command appropriately when asked to do so by the teacher.

Activity:

Playing a following directions game, arrange children in a line standing side by side. Say to each child in turn:

"Bobby, Take two short steps."

"______, Take one long step."

"______, Take two hops."

"______, Take three steps."

"______, Take three little jumps."

Continue the game with varied directions until each child has had a turn. To keep interest level high, groups should be kept small in size or increase difficulty of task.

Criterion:

The child will respond correctly three times out of three.

Room/Pupil Arrangement:

Small group children standing side by side.

Materials/Equipment Needed:

Follow-up Activities:

Play game "Mother, may I?"

Objective:

The child will respond to his/her name and a verbal command appropriately when asked to do so by the teacher.

Activity:

Playing a game similar to Simon Says, use an individual's name for the activity and move quickly from person to person with varied activities such as: Touch your ears, touch your head, blink your eyes, touch your toes, touch your knees, touch your shoulders, etc.

Criterion:

The child will respond correctly four out of five times.

Room/Pupil Arrangement:

Whole group setting in a circle.

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will be able to identify the body parts: leg, arm, and hand when questioned about them following the story and discussion.

Activity:

Use the flannel board story from the Bill Moore Language Lesson Set 2, Lesson #1. "The Visitor." This story is one which involves the use of the body parts, leg, arm and hand, while also teaching big, little, singular and plural. In the use of the lesson for this daily activity the story would be used for thinking of these body parts only. It may also be used for another purpose at a later time. (This lesson has other teaching goals, but is a fun story involving body parts.)

Criterion:

The child will point to the body parts, arm, leg, and hand with 100% accuracy when he/she is questioned about them.

Room/Pupil Arrangement:

Small group seated in a semi-circle.

Materials/Equipment Needed:

Bill Moore Language Lesson-Set 2, Lesson #1

Follow-up Activity:

Objective:

The child will be able to touch correctly the listed body parts when they are named. (Head-legs-arms-body-feet-mouth-eyes-lips-chin-neck-ears-hands-nose-hair-fingers-etc.) upon the teacher's request.

Activity:

The children will stand together in a circle. The teacher will lead first and say "Touch your (head) as he/she touches her (head). The children will touch and repeat as he/she does these once or twice with them. Each child may then have a turn leading the groups until each child has had an opportunity to select a body part.

Criterion:

Each child will touch the correct body part (head-legs-arms-body-feet-mouth-eyes-lips-chin-neck-ears-hands-nose-hair-fingers) as the teacher names each, 15 parts with 100% accuracy.

Room/Pupil Arrangement:

Stand together in a circle.

Materials/Equipment Needed:

Peabody-Level K-Daily Lesson #16, p. 28

Follow-up Activities:

Use Peabody Kit Level K mannequin

One child points to body part and names it. Use disassembled puzzle to name parts. Arrange puzzle while naming parts.

Sing song "Head, Shoulders, Knees and Toes."

Objective:

The child will be able to name the body parts correctly as the disassembled mannequin is assembled. (head-neck-body-legs-arms-feet-hand-facial parts and hair) when he/she is selected to do so in his/her turn.

Activity:

Slowly assemble the mannequin asking: "What is this?" Answer: "This is a (head)," etc. until the body parts are repeated by each child. This is done in a group or small groups. To enhance the concepts, children can chant and demonstrate in unison the following:

I clap my hands. (clap)

I jump with my legs. (jump)

I reach with my arms. (reach-up)

I walk on my feet. (walk)

I feel with my hands. (touch with fingers)

I turn my head. (turn head from side to side)

I open my mouth. (open mouth side)

Criterion:

The child will name all body parts correctly as the mannequin is assembled when he/she is asked to do so by the teacher (14 parts).

Room/Pupil Arrangement:

Any comfortable classroom setting

Materials/Equipment Needed:

Peabody Level K-Daily Lesson #5, p.9

Follow-up Activity:

Objective:

The child will be able to touch the correct body part when told to do so by the teacher or game leader. Body parts to be included are: Head-legs-arms-body-feet-mouth-eyes-lips-chin-neck-ears-hands-nose.

Activity:

Play the game Simon Says: The leader (who is Simon) tells the group, "Simon says: Touch your head." Each child touches his/her head. This continues changing the body part. Only when "Simon Says" do the children follow the direction. If the leader omits "Simon Says" the children are not supposed to change position to follow the direction. The child who follows the direction when Simon does not say is "caught." This is a fun filled game. As they learn the game children may have turns at being Simon. The idea of the game is to keep from being caught. Listening skills and following directions are objectives which can also be taught through this game.

Criterion:

The child will touch the body parts without error when asked to do so by the teacher or game leader when playing Simon Says.

Room/Pupil Arrangement:

Whole group in a large circle or standing by their desk.

Material/Equipment Needed:

Traditional game - Simon Says

Follow-up Activities:

Objective:

Each child will be able to correctly say the body parts (hand, eyes, feet, nose, legs, ears, knees, mouth, teeth, hair, neck) when given the proper clue by the teacher.

Activity:

Play a guessing game: Give the following clues for the children and have them respond with the correct answer.

Two parts of our body with which we pick up things. (hands)

Two parts of our body with which we see. (eyes)

Two parts of our body on which we stand. (feet)

One part of our body with which we smell. (nose)

Two body parts with which we jump. (legs)

Two body parts with which we hear. (ears)

Two body parts with which we bend our legs. (knees)

One body part with which we eat. (mouth)

Something with which we chew. (teeth)

Something with which we eat. (mouth)

Something on top of our heads. (hair)

A body part that lets us turn our heads. (neck)

Criterion:

The child will be able to correctly say the body parts (hands, eyes, feet, nose, legs, ears, knees, mouth, teeth, hair, neck) given the proper clues by the teacher.

Room/Pupil Arrangement:

Any group organization such as a circle

Materials/Equipment Needed:

Peabody K. Level-Daily Lesson #99, Part B, 3 and 4.

Follow-up Activities:

*This lesson may be too difficult for Russin or Spanish dominant children if this is done in English.

Objective:

The child will be able to correctly say the body parts (hands, eyes, feet, nose, legs, ears, knnes, mouth, teeth, hair, neck).

Activity:

Prepare puzzles that the children can put together. Each puzzle should contain all the body parts. The children must name the parts he/she puts together.

Criterion:

The child will be able to put the puzzle together naming each body part as he/she does.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Puzzle of a body for each child

Follow-up Activities:

Objective:

The child will be able to say the body parts correctly.

Activity:

An even number may play, in two teams. One line of players faces the other, and a player from one team says: "This is my finger--one, two, three, four, etc." Before he/she reaches ten, a player on the opposite side must point to another part of the body, such as an ear, and say: "This is my ear--one, two three, four." Another player on the first team must be ready to speak before the second player counts to ten, and the game continues in this manner through both teams. A player who fails to answer in time must drop out and the winning team is the one with more players remaining at the end of the game.

Criterion:

The child will be able to name correctly a body part when it comes to his/her turn in the game.

Room/Pupil Arrangement:

Whole class divided into two teams.

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will listen in a group to a story and will answer four questions about the story when asked to do so by the teacher.

Activity:

Tell the story of The Little Red Hen - talk about the story, going over what she planted - who she asked to help her and the fact that they always refused to help her in the task. Emphasize why she ate her bread by herself in the end.

Criterion:

The child will answer correctly four questions directed to him/her by the teacher after the story and related discussion on the occasion of the story.

Room/Pupil Arrangement:

Whole group in a circle.

Materials/Equipment Needed:

Story: The Little Red Hen

Follow-up Activities:

Use any story desired which is suitable to the goal.

Russian story "Soroka B'elobok" (Copoka Eerobok) is a similar story.

Objective:

The child will recall three facts from a story immediately after hearing the story when asked to do so.

Activity:

Tell a simple story of high interest level. (Any familiar fairy tale is a good beginning for this.) Ask the child to draw a picture about three things remembered from the story. The child will then tell you about the picture which will cause him/her to recall for you three facts from the story.

Criterion:

The child will demonstrate that he/she recalls three facts of a story when asked.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Crayons

12 X 18 sheet of drawing paper for each child

Follow-up Activities:

Objective:

The child will correctly follow a one part command when directed to do so by the teacher.

Activity:

Play a game of follow the leader with very simple activities. Upon conclusion of the imitative game, the teacher will continue the activity with a verbal command to each child. When the child complies a reward may be given if the teacher feels that it would facilitate learning.

Criterion:

The child will follow the given command 3 times out of 4.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Reward tokens

Follow-up Activities:

Play game - "This is what I can do. You do it too."

Children stand in circle, teacher starts by saying, "This is what I can do, you do it too." Show what to do, such as jumping, running in place, etc. Say, "Stop. This is what I can do, I pass it on to you." Point to a child and he/she continues just as the teacher did, with a different activity.

Objective:

The child will correctly follow a two part command when directed to do so by the teacher.

Activity:

Designate a space in the center or the room as a "brook." The group will be on one side. When the child can follow two consecutive commands such as: "Touch your toes, then wave your hand," he/she is allowed to cross the brook. The child who is unable to comply may be assisted for purposes of learning in the game, but not evaluation of the task.

Criterion:

The child will respond correctly to a two part command 3 out of 4 times.

Room/Pupil Arrangement:

Room or area divided in half, children placed on either side as appropriate.

Materials/Equipment Needed:

Blue paper or yarn could be used as a brook

Follow-up Activities:

Objective:

The child will correctly follow a three part direction in sequence when directed to do so by the teacher.

Activity:

Tell a story such as the Three Bears. Following telling the story dramatize the story in sequence. Then direct each child to do three things such as: (1) taste the porridge, (2) put on a sweater, and (3) take a pail to get honey. Give the three directions all at once before the activity begins. The directions can be varied from child to child to keep interest level high.

Criterion:

The child will follow the three part direction in sequence when asked to do so once in a lesson.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

None

Follow-up Activities:

Tell or read other children's stories, using same sequence activities.

Objective:

The child will correctly follow a three part command sequentially when directed to do so by the teacher.

Activity:

*Choosing two evenly balanced teams for a relay type activity, begin with the leaders and have each child jump forward on two feet to a marked line, clap hands twice, and hop back on one foot to touch the next person in line. The first team to complete the activities wins. The activities here are suggestions. Any activities more appropriate to the group may be substituted to allow child to attain the objective.**

Criterion:

The child will follow a three part direction correctly 2 out of 3 times.

Room/Pupil Arrangement:

Whole group divided into relay lines

Materials/Equipment Needed:

None

Follow-up Activities:

**Clapping is not appropriate for Russian children, substitute another action.*

**Physical skill readiness should be considered, also.*

Objective:

The child will name 15 animals listed when shown the picture card and directed by the teacher: owl, cat, cow, dog, duck, hen, horse, sheep, pig, turkey, deer, fish, frog, rabbit, turtle.

Activity:

Using the Peabody-Level K Story Posters Y-1 of the farm, discuss what you see in the picture, especially the animals. Use the animal cards listed in Daily Lesson No. 22. Have the children match the cards to the animals on the poster as they name them. Encourage discussion by children of personal farm experiences.

Criterion:

The child will name the animals on the cards correctly three times out of five.

Room/Pupil Arrangement:

Whole group seated in a circle.

Materials/Equipment Needed:

Peabody-Level K Daily Lesson #22, p. 39

Follow-up Activities:

Play "Animal Dominoes"

Objective:

The child will identify and name correctly 14 toys when they are Shown to him/her on picture cards by the teacher. Toys named will be: airplane, ball, doll buggy, drum, guitar, gun, piano, skates, tractor, train, bicycle, truck, wagon, whistle.

Activity:

Using the Peabody (Level K) picture cards of toys, show the picture cards and name them together. Play a guessing game with the toy cards until the children are familiar with the toy names. Use the template cards to gradually recall the pictures. Give verbal clues as necessary.

Criterion:

The child will correctly name each toy three times.

Room/Pupil Arrangement:

Whole or small group in circle.

Materials/Equipment Needed:

Peabody Level B #34, p. 60, Picture Cards, Toy section

Follow-up Activities:

Objective:

The child will correctly name each of the following fruits and vegetables when shown: orange, pear, banana, apple, pineapple, grapes, potato, tomato, carrot, corn, onion.

Activity:

Using plastic fruits and vegetables put each one in a sock. Hand one around the group in a circle formation to have the children feel it and guess what it is. Reveal it and continue with the next object. The children will enjoy this guessing game.

Criterion:

The child will name each fruit or vegetable correctly three times.

Room/Pupil Arrangement:

Whole group in circle.

Materials/Equipment Needed:

Plastic fruits and vegetables and socks.

Follow-up Activities:

Objective:

The child will correctly name 13 foods when the picture card of each food is shown in compliance with teacher direction. Cards show: Cake, cheese, eggs, ice cream cone, jello, pie, toast, candy, peanut butter, potato chips, peach, pear, tomato.

Activity:

Displaying the Peabody (Level K) Story Posters Y-6 (The Shopping Center in the fall), discuss the shopping center poster and the child's own experiences at the shopping center with parent. Look at the food cards: Cake, cheese, eggs, ice cream cone, jello, pie, toast, candy, peanut butter, potato chips, peach, pear, tomatoes. In Peabody Level K Manual p. 211 Part B, the rhyming time lesson for these foods in an enjoyable lesson for reinforcement of these foods.

Example: I am really hungry
For goodness sake!
What I need is some (cake)

Criterion:

The child will name the food correctly when asked to do so three times on two consecutive days.

Room/Pupil Arrangement:

Whole group in circle

Materials/Equipment Needed:

Peabody Level K manual p. 211-Part B

Follow-up Activities:

Objective:

The child will name the listed animal pictures correctly when asked to do so: Owl, cat, cow, dog, duck, hen, horse, pig, sheep, turkey, deer, fish, frog, rabbit, turtle.

Activity:

Using the animal cards from suggested activity in 2B-1, place the three visual closure template cards over each picture. Remove each template, allowing the children to guess until the card is exposed. Repeat this three times changing the sequential order. This is used as a contest and provides an enjoyable learning experience.

Criterion:

Each child will correctly name the animals two times

Room/Pupil Arrangement:

Whole group in a circle

Materials/Equipment Needed:

Peabody Level K cards from Animal section

Follow-up Activities:

Objective:

The child will reply to a question in a complete sentence when asked to do so by the teacher. (Identify statements)

Activity:

Using the Bill Moore Language Lesson Story set 1, Lesson 1. "The Big Turnip" Read the story as it is written to provide for sentence patterns answers "This is a _____." Directions for use of the story are included in the language packet.

Criterion:

The child will respond correctly in a complete sentence. Example: "This is a (cat)," when asked "What is this?" when shown a picture and questioned by the teacher with 100% accuracy.

Room/Pupil Arrangement:

Small group or whole class

Materials/Equipment Needed:

Bill Moore, Language Lesson 1, Set 1

Follow-up Activity:

The children ask questions of the rest of the class using complete sentences.

Objective:

The child will reply in a complete sentence when asked the question, "What is this?" (Identify statements) when directed to do so by the teacher.

Activity:

Using the food cards ask, "What is this?" If the child does not answer in a complete sentence, correct him/her immediately and ask him/her to repeat after you: "This is a ______." (List of foods, orange, pear, banana, apple, pineapple, grapes, potato, tomato, carrot, corn, onion.)

Criterion:

The child will answer each question correctly in a complete sentence "This is a ______" when asked to do so by the teacher.

Room/Pupil Arrangement:

Small group seated in a semi-circle.

Materials/Equipment Needed:

Peabody Kit, food cards 44,46,39,38,47,43,41,50 or plastic fruit.

Follow-up Activities:

Use puppets from Peabody Kit to ask question, "What is this?" Children will answer in complete sentences.

Objective:

The child will reply in a complete sentence to an action statement when asked to do so by the teacher. The actions used are: running, walking, jumping, smiling, talking, skipping, crying, and sleeping.

Activity:

Using pictures either from magazines or of the children themselves, ask the question: "What is the (boy/girl) doing? Help the child reply in this pattern: "The (boy/girl) is (running)." Have the child do the activity also.

Criterion:

The child will answer in a complete sentence to an action statement when asked to do so by the teacher with 100% accuracy.

Room/Pupil Arrangement:

Small group seated in a semi-circle

Materials/Equipment Needed:

Pictures from magazines or pictures of the children in the class

Follow-up Activities:

Photograph the children doing actions such as running, walking, jumping, etc. Then use the sentence "What is (class member) doing?"

Children draw pictures of themselves running, walking, jumping, etc.

**For Russian speaking children, precede this lesson with one teaching action commands, e.g., run, walk, sit, etc.*

Objective:

The child will respond to a question with the statement, "Yes, this is a _____, when asked to do so by the teacher.

Activity:

Play a "Catch-me" game. Use picture cards of familiar objects. Show the child a picture of a cow, and ask, "Is this a cow?" Encourage him/her to answer, "Yes, this is a cow." For variety and enjoyment a few wrong names can be given to strengthen the concept of yes and no.

Criterion:

The child will respond correctly to the proper question with: "Yes, this is a _____," when directed to do so by the teacher with 90% accuracy.

Room/Pupil Arrangement:

Small group seated on the carpet or in a semi-circle

Materials/Equipment Needed:

Pictures from magazines or Picture Cards from the Peabody Kit (K)

Follow-up Activities:

Repeat the lesson using either toys, clothes or foods.

Objective:

The child will use a correct plural response when asked to do so by the teacher.

Activity:

Using Bill Moore Language Lesson Set V#3. (Flannel Board Story - "Billy and Larry Visit A Farm"). Read the story to the class. The lesson provides proper pauses when a correct plural response is required to be supplied by the child. In the activity children handle the flannel board figures in placing them correctly which reinforces the learning process.

Criterion:

The child will respond with a correct plural form when asked in a sentence pattern as directed by the teacher with 85% accuracy.

Room/Pupil Arrangement:

Small group seated in a semi-circle.

Materials/Equipment Needed:

Bill Moore Language Lesson Set V, #3

Follow-up Activities:

Play a game of "These & Those"

Example: "These are my shoes," "Those are your shoes," "These are my eyes," "Those are your eyes," etc.

Objective:

The child will identify objects that are the same when asked to do so, when they are presented with other objects acting as distractors.

Activity:

Place seven circles on the flannel board - (four red-one blue-one green-one yellow). Ask the child to hand you the ones which are the same. This can be increased in difficulty as the children show proficiency by adding variables other than color.

Criterion:

The child will correctly identify objects that are the same when asked to do so three times.

Room/Pupil Arrangement:

Grouped in a circle

Materials/Equipment Needed:

Flannel board and appropriate shapes.

Follow-up Activities:

Objective:

The child will identify one object that is different from a group of five objects when asked to do so by the teacher.

Activity:

Place five shapes (such as four squares and one triangle) on the flannel board, ask each child to identify the one that is different. The groups of shapes can be varied from child to child to keep interest level high and to avoid memorization of one situation.

Criterion:

The child will correctly identify an object that is different from others in a group of like objects when asked to do so by the teacher three times.

Room/Pupil Arrangement:

Whole or small group in a circle

Materials/Equipment Needed:

Flannel board and appropriate shapes

Follow-up Activities:

Objective:

The child will identify objects that are the same and different when presented on a worksheet by color coding according to teacher direction.

Activity:

Use a Continental Press worksheet from the likeness and different packet abstract symbols. Direct the child to color the first object red. Any object in the row which is the same should also be colored red. Those which are different should be colored blue.

Criterion:

The child will correctly identify those objects which are the same and different when asked to do so.

Room/Pupil Arrangement:

Child seated at work talbe in working groups.

Materials/Equipment Needed:

Continental Press Likeness & Differences Abstract Symbols

Follow-up Activities:

Objective:

The child will identify objects which are the same as the first object in a row of objects when directed to do so by the teacher.

Activity:

Using a worksheet devised for this purpose, have the child color the first object and then find objects in the row that are the same and color them in the same manner as the key object.

Criterion:

The child will correctly identify objects which are the same on a worksheet containing rows which have like and different objects when asked to do so.

Room/Pupil Arrangement:

Child seated at work table in appropriate groups.

Materials/Equipment Needed:

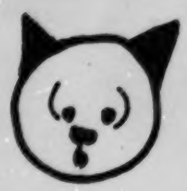
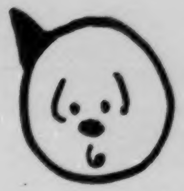
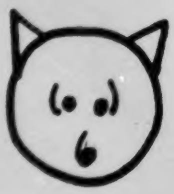
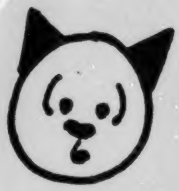
Example included is from E.S.E.A. Materials Packet, Josephine ESD.

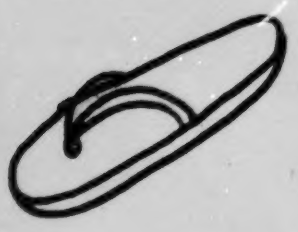
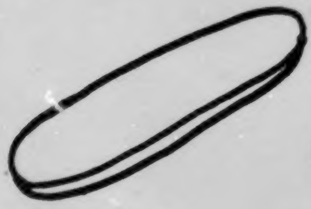
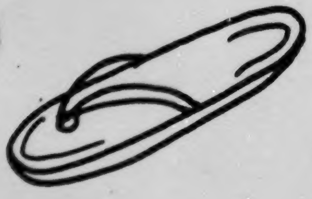
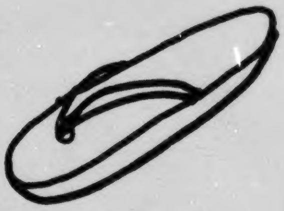
Any similar activity is suitable.

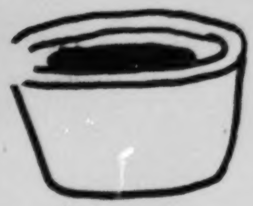
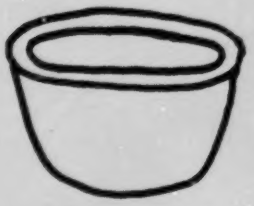
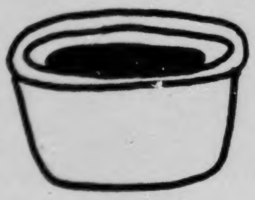
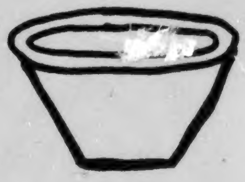
Follow-up Activity:

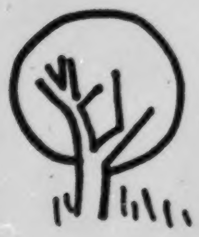
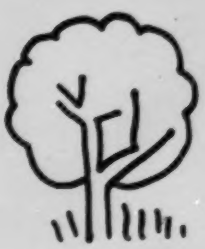
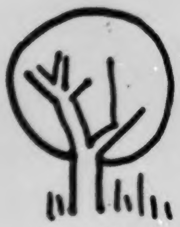
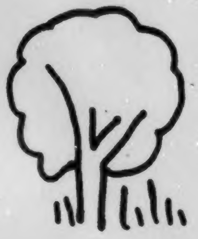
1-H-4A

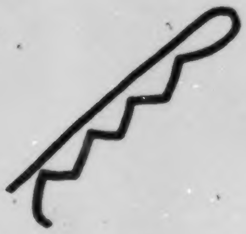
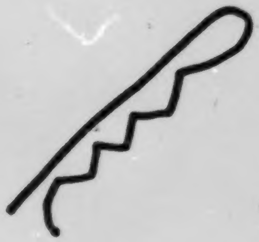
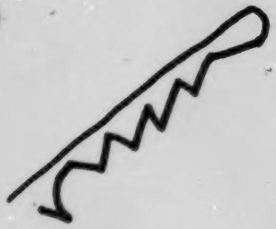
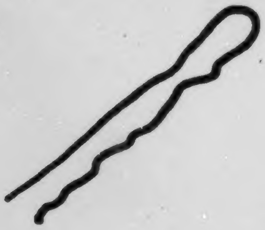
Look at the picture on the line to the left then, mark a X on the picture on the right which matches it.

Objective:

The child will recall a three point story in sequential order when asked to do so, immediately following presentation of the story.

Activity:

Use a filmstrip story with the children and discuss the points of the story with the children to enhance the understanding of main events in a story. The story may be played dramatically to reinforce the story.

Criterion:

The child will repeat three points of the story in sequential order when asked to do so following the story and class discussion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Filmstrip of any story generally found in the school media center.

Filmstrip projector

Cassette or record player with cassette or record (optional)

Follow-up Activities:

Objective:

The child will recall three points of a story sequentially when asked to do so.

Activity:

Write a group experience story on any topic which is timely. An example could be - "What I saw on the way to school today." As the story is written, continue to emphasize the main points of the story. When the story is finished, go over the story together, bringing out points.

Criterion:

The child will recall three points to a story sequentially when asked to do so immediately following presentation and discussion of the story on a given day.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Large sheets of paper

Follow-up Activities:

Objective:

The child will recall three points of a story sequentially when asked to do so.

Activity:

Tell the story of the "Three Bears." Discuss the story and use the attached seatwork assignment to reinforce the points of the story.

Criterion:

The child will recall three points of the story sequentially when asked to do so, after hearing a story.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Seatwork - example included

Crayons

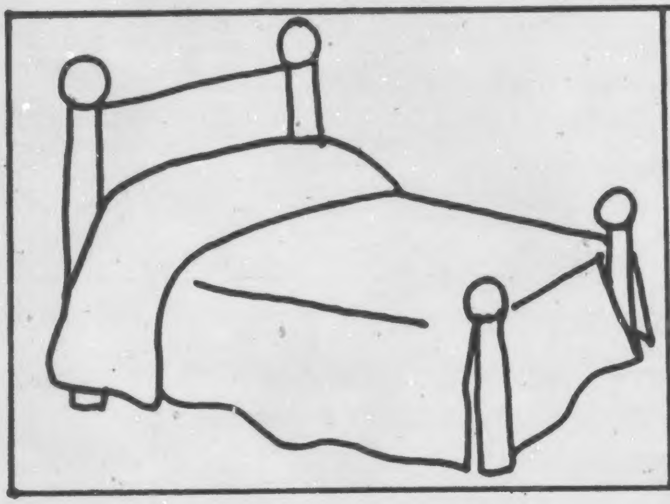
Scissors

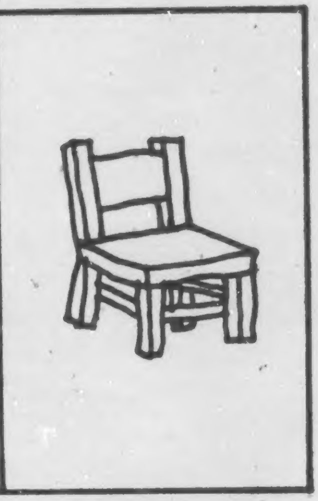
Follow-up Activities:

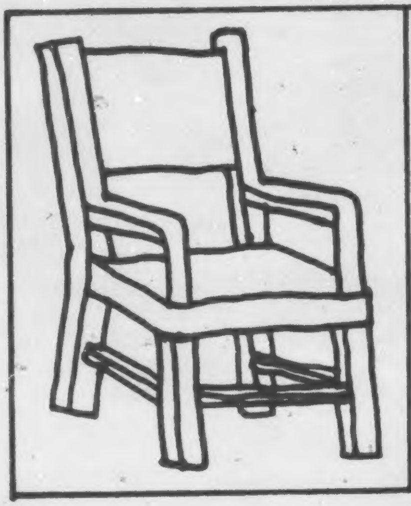
Do the same lesson using another fairy tale.

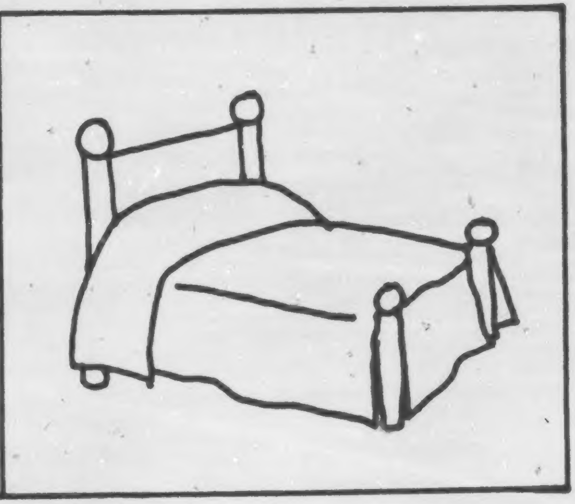
1-I-3A

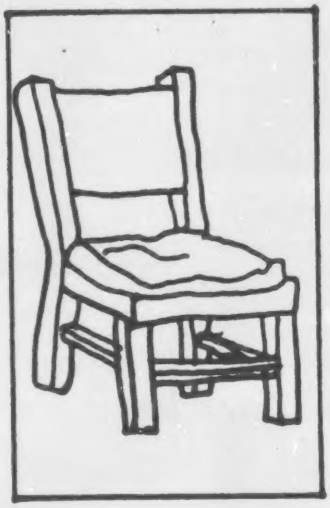
Cut out frames with furniture. Paste each beside the correct bear on the next page.

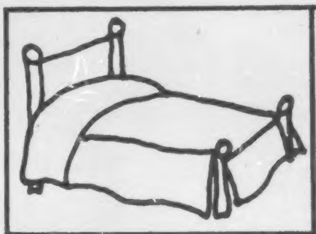


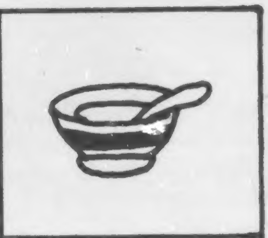


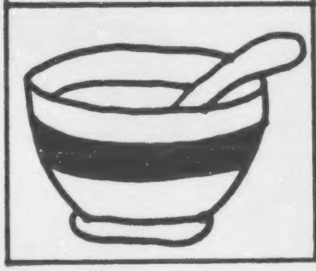


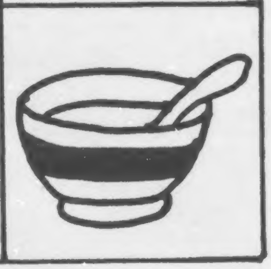






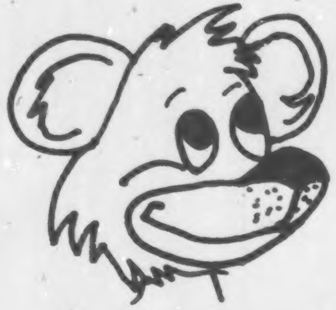


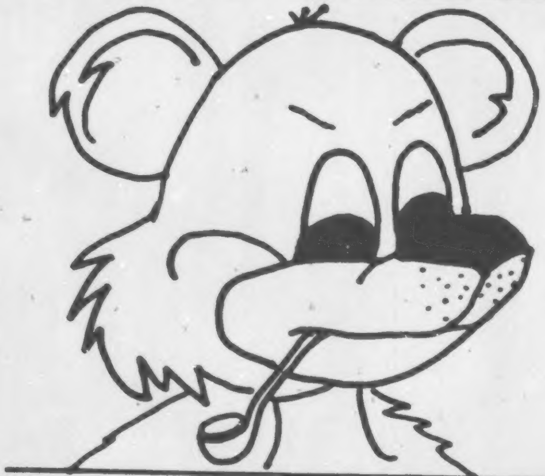


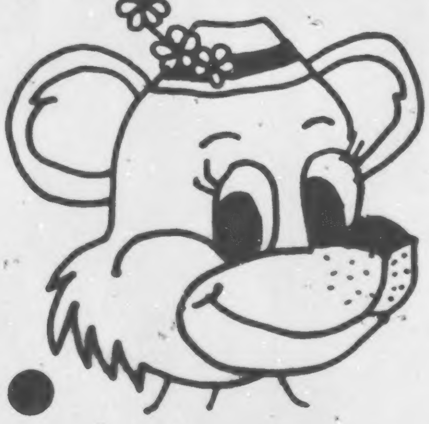


Name ________________________

1-I-3A







Objective:

The child will repeat a series of three unrelated words when asked to do so by the teacher.

Activity:

Make a game of repeating what the teacher says. Start with one word and increase the activity to two words. Then increase the activity to include three words. A reward may be used to stimulate the participation of the students.

Criterion:

The child will respond correctly three times.

Room/Pupil Arrangement:

Large or small group in a circle

Materials/Equipment Needed:

Token rewards

Follow-up Activities:

Objective:

The child will repeat a five word sentence correctly when asked to do so by the teacher.

Activity:

Playing the game "Penny penny who has the penny?" Helping each child to repeat the question, "Penny, penny, who has the penny?" This will encourage verbalization. The child who is "it" asks, "Do you have the penny?" The child questioned replies: "Yes, I have the penny," or "No, I don't have the penny." Then "it" finds the penny, the child who has the penny becomes "it." If the group is large, more than one penny can be used.

Criterion:

The child will repeat the sentence, "Penny, penny, who has the penny" correctly when asked to do so, or answer "Yes, I have the penny, or no I don't have the penny."

Room/Pupil Arrangement:

Whole group seated in a circle

Materials/Equipment Needed:

One or more pennies

Follow-up Activities:

Objective:

The child will repeat a five word sentence correctly when asked to do so.

Activity:

Ask the child to repeat a sentence such as: "The gray kitten was hungry." When the child repeats this or a comparable sentence, reward him/her with an appropriate reward.

Criterion:

The child will repeat a five word sentence correctly when asked to do so three times during the lesson.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Token reward

Follow-up Activities:

Objective:

The child will identify words that rhyme when asked to do so.

Activity:

Read Dr. Seuss - Green Eggs and Ham to the group. Pause and let the group supply the rhyming word to teach the concept of rhyming. Practice supplying words that rhyme in random activity.

Criterion:

The child will identify rhyming words three times when asked to do so by the teacher.

Room/Pupil Arrangement:

Whole group seated in circle formation.

Materials/Equipment Needed:

Dr. Seuss - Green Eggs and Ham

Follow-up Activities:

Objective:

The child will identify words that rhyme when asked to do so.

Activity:

Instructo Flannelboard Kit - Rhyming Words - Place pictures on flannelboard to establish category words. Have child draw a card, name it and place it under the picture with which it rhymes. Continue in turn until all cards are used.

Criterion:

The child will place the pictures correctly into rhyming categories when asked to do so once each on three consecutive days.

Room/Pupil Arrangement:

Whole group seated in circle formation.

Materials/Equipment Needed:

Instructo Flannelboard Kit

Rhyming Words

Follow-up Activities:

Objective:

The child will identify rhyming words correctly when asked to do so. Can-fan-pan-man for example.

Activity:

Worksheets (example attached) or pictures may be used to name objects and find and mark the pictures of objects which have rhyming names.

Criterion:

The child will correctly identify the pictures representing words which rhyme with can (or whatever) the chosen worksheet requires. He/she will identify the rhyming words (can-fan-pan-man) correctly three times.

Room/Pupil Arrangement:

Child seated at worktables in appropriate grouping.

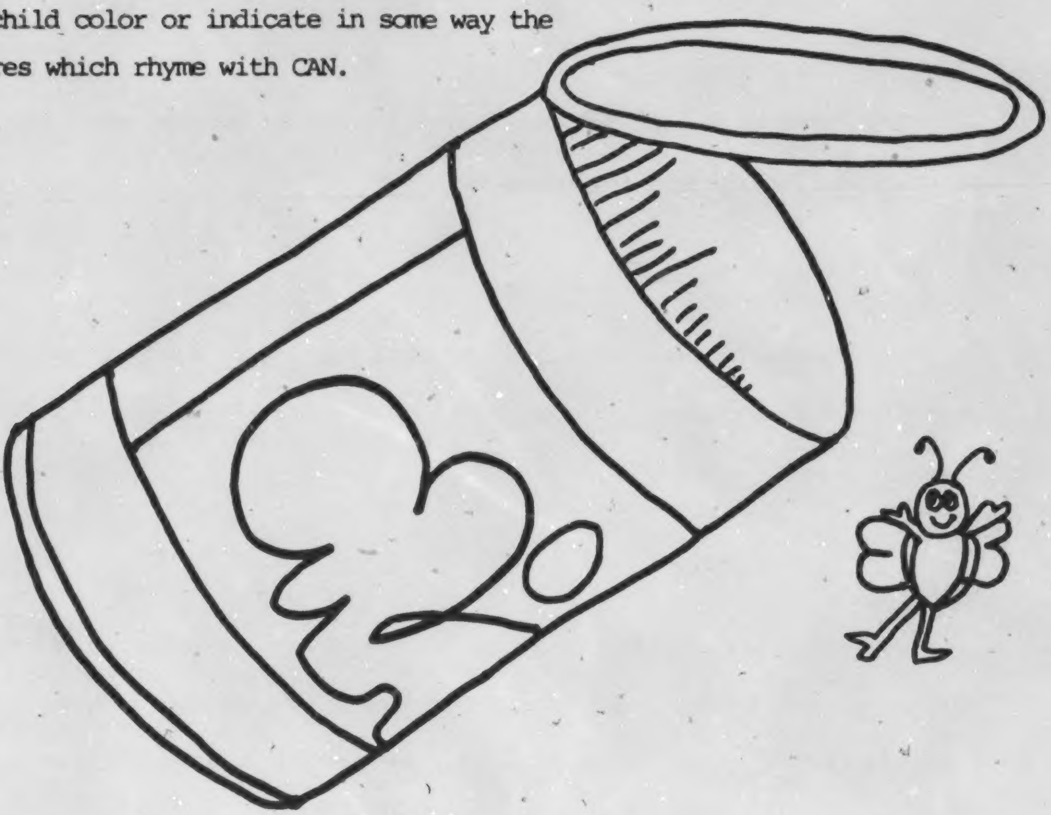
Materials/ Equipment Needed:

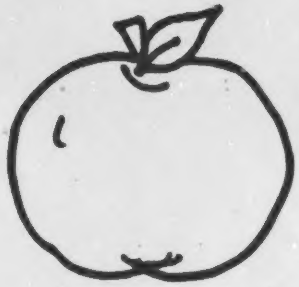
Example included (1-K-3A)

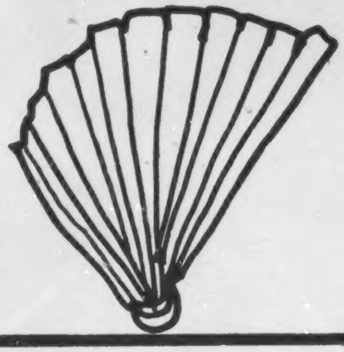
Follow-up Activities:

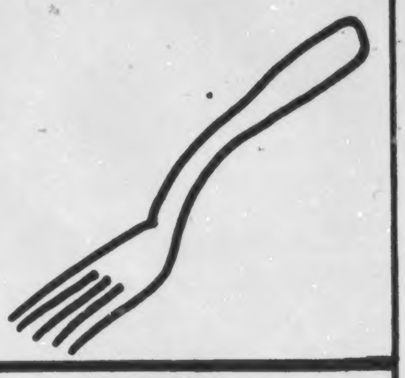
1-K-3A

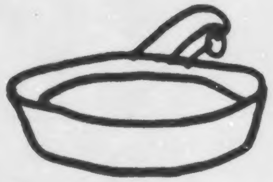
Have child color or indicate in some way the pictures which rhyme with CAN.

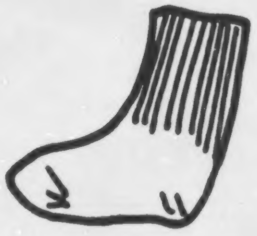


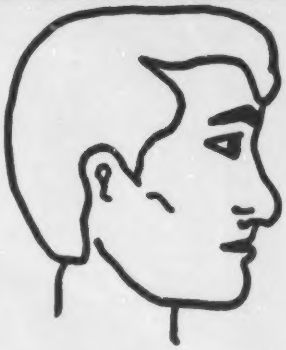












Objective:

The child will correctly identify the rhyming words when asked to do so.

Activity:

Discuss rhyming sounds again, helping those children who appear to have difficulty by giving extra turns. Explain the attached worksheet which each child will do with as little teacher assistance as possible without causing frustration.

Criterion:

The child will identify correctly the pairs of rhyming sounds in each section without error twice when asked to do so.

Room/Pupil Arrangement:

Child seated at work in appropriate grouping.

Materials/Equipment Needed:

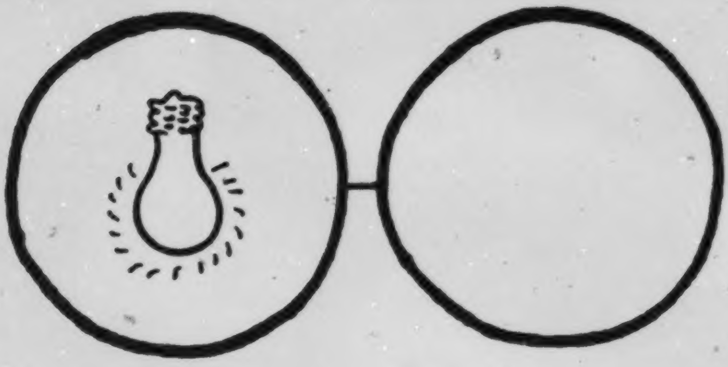
Rhyming Objects

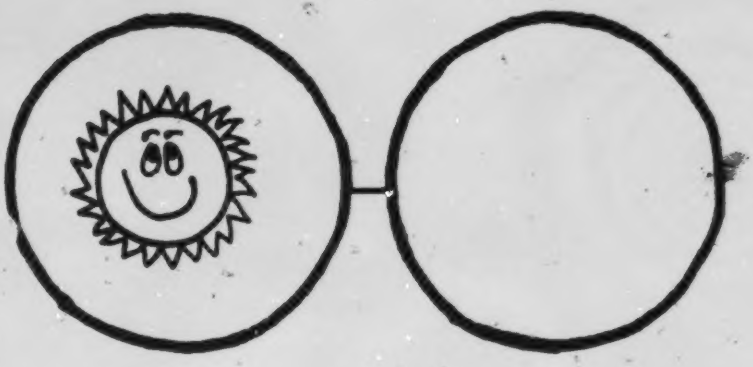
Seatwork - example included (1-K-4A)

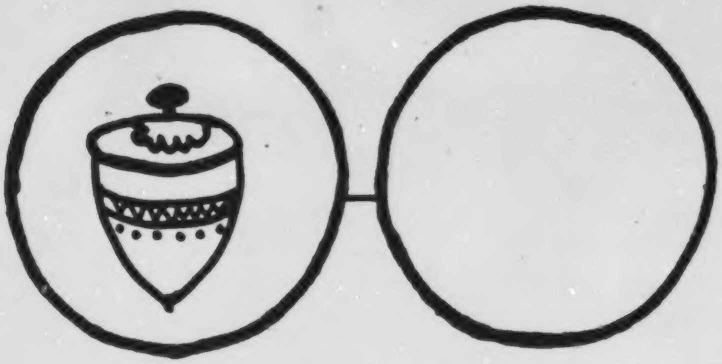
Follow-up Activities:

Name ______________________________

Cut out the circle pictures below the dotted line. Paste them beside the picture whose names rhyme.







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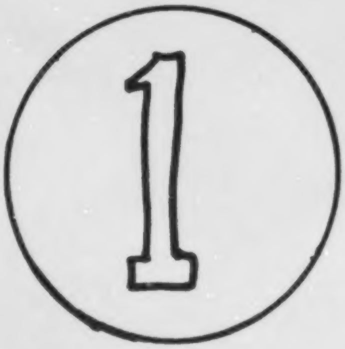
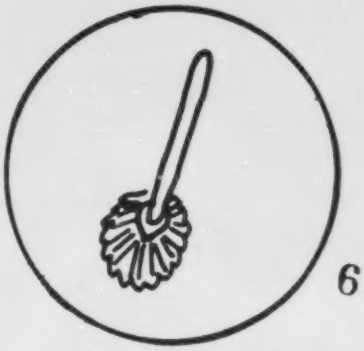
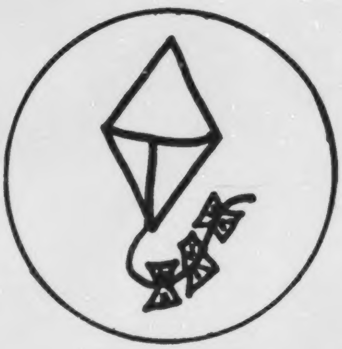






Objective:

The child will correctly identify rhyming words when asked to do so.

Activity:

The child spins the dial. He/she then moves his/her mouse down the path to the word that rhymes with the one on the dial.

Criterion:

The child will correctly identify words that rhyme with each other.

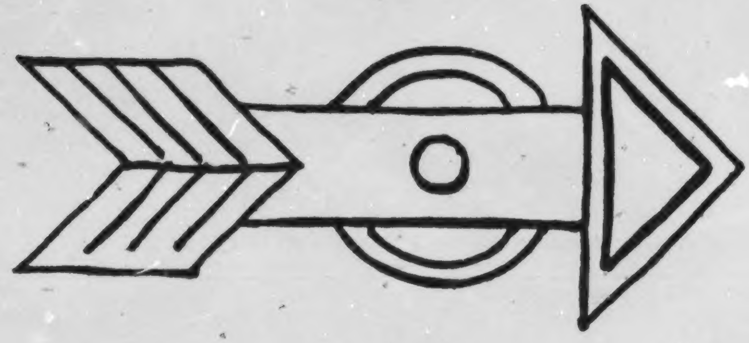
Room/Pupil Arrangement:

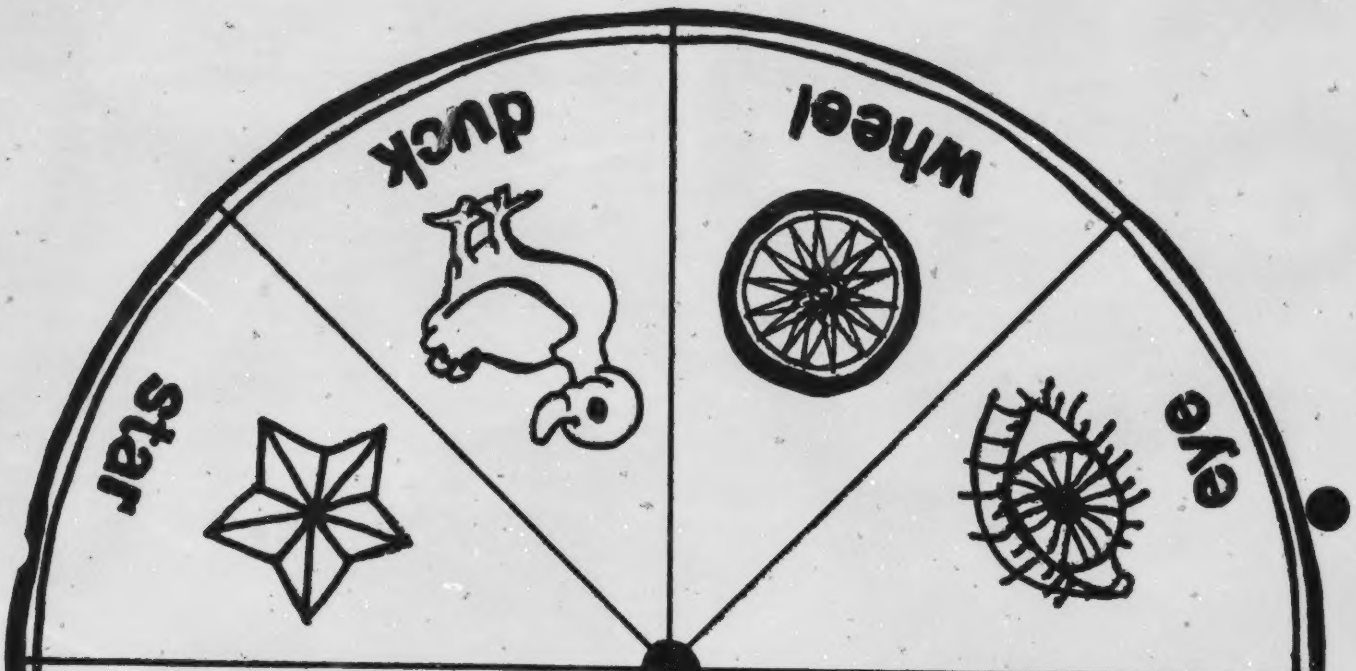
Individual or small group.

Materials/Equipment Needed:

Seatwork - example included (1-K-5A)

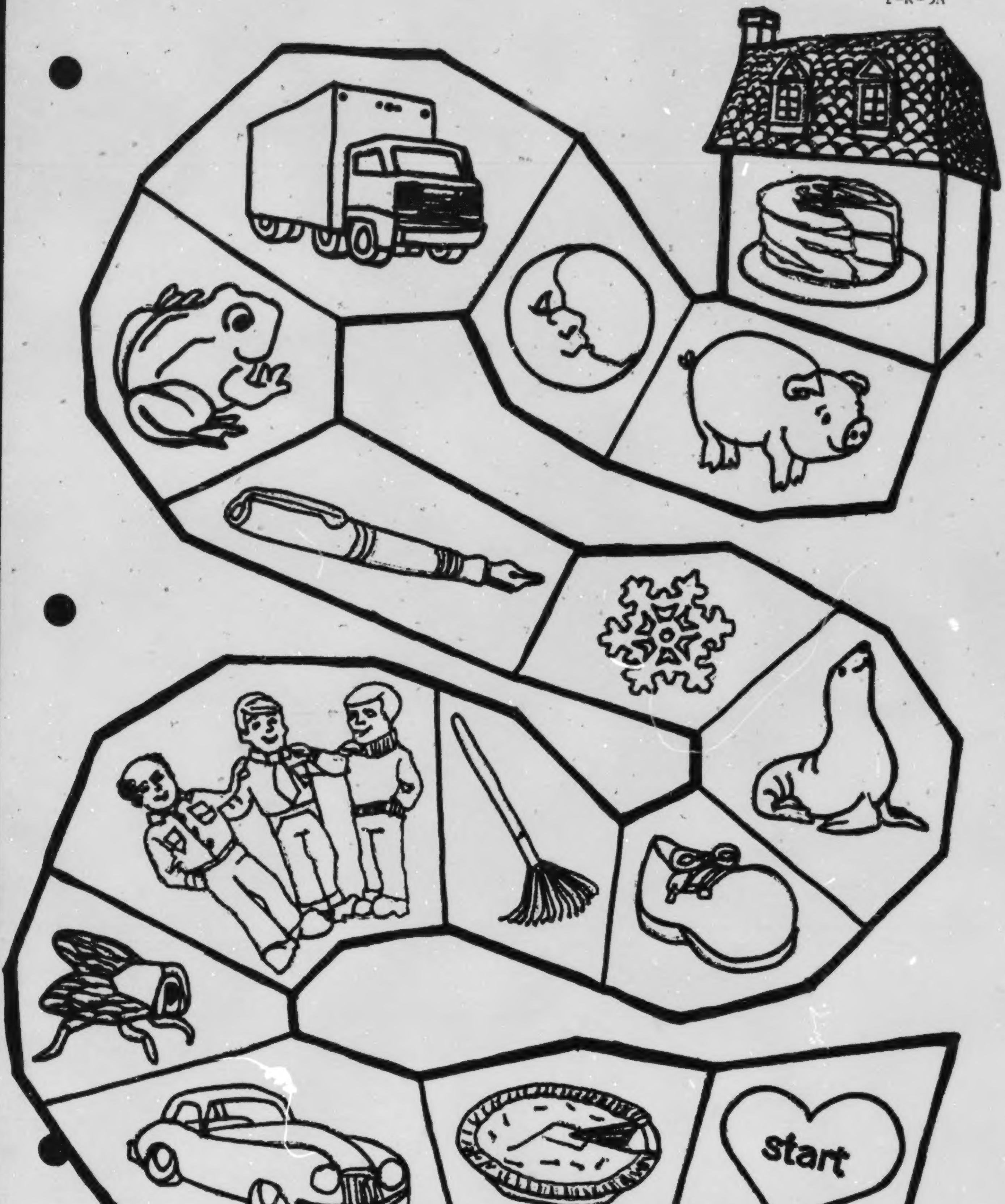
Follow-up Activities:




duck
wheel
eye
hen
two
snake
log
star

Spin the objects on this sheet. Use counters to move on game sheet included next. Spinner and counters may be pasted to cardboard or laminated for easier use.

1-K-5A



Objective:

The child will demonstrate an understanding of the use of prepositions when asked by the teacher (over, under, up, down, through, on, in).

Activity:

Do the action game: "Let's Go Walking" (H-200 G-21). This is a variation of the familiar "Bear Hunt" game. This game use preposition concepts.

Criterion:

The child will respond with 100% accuracy to the prepositions (over, under, up, down, through, on, in) when asked by the teacher.

Room/Pupil Arrangement:

Whole class or small groups seated on the floor/carpet.

Materials/Equipment Needed:

Example included

H-200 Kit G-21

Follow-up Activities:

Use a chair or child's desk to play "Follow the Leader" using the prepositions (over, under, up, down, through, on, in). Teacher starts the game, then a child can be the leader.

Have children repeat words and actions with teacher.

"LET'S GO WALKING" *(Action Game)*

Let's go walking.
O.K. Let's go!
(Slap hands on lap alternately.)
Oh, look, I see a tree!
You can't go over it.
You can't go under it.
Let's go up it.
O.K. Let's go!

(Go up tree and down tree using finger motions.)
(Go back to lap slap.)

Oh, look, I see a wheat field!
You can't go over it.
You can't go under it.
You can't go up it.
Let's go through it.
O.K. Let's go!

(Make swishing motion, using hands.)
(Slap lap.)

Oh, look, I see a bridge.
You can't go over it.
You can't go under it.
You can't go up it.
You can't go through it.
Let's go on it.
O.K. Let's go!

(Make chest-thump sound.)
(Slap lap.)

Oh, look, I see a river!
You can't go over it.
You can't go under it.
You can't go up it.
You can't go through it.
You can't go on it.
Let's swim it.
O.K. Let's go!

(Make swimming motions.)
(Slap lap.)

(softly) Oh, look, I see a cave!
You can't go over it.
You can't go under it.
You can't go up it.
You can't go through it.
You can't go on it.
You can't swim it.
Let's go in it.
O.K. Let's go! (slowly)

Oh, it's dark in here.
Oh, I feel something fuzzy.
OH, IT'S A BEAR . . .RUN!!!

(Slap hands on lap.)
(Swim.)
(Slap hands on lap.)
(Make thumping sound.)
(Slap hands on lap.)
(Make wheat field swish.)
(Slap hands on lap.)
(Go up and down tree.)
(Slap hands on lap.)
WHEE! WE'RE HOME!!!

1-L-2

Objective:

The child will demonstrate an understanding of the prepositions, in and on when asked to do so by the teacher.

Activity:

Seatwork activity (example included) (H-200 Seatwork 18) about in and on. The child will cut out the objects and paste them correctly according to the direction "in and on."

Criterion:

The child will paste the objects correctly according to direction "in and on" upon request for this lesson when directed to do so by the teacher.

Room/Pupil Arrangement:

Whole class or small groups.

Materials/Equipment Needed:

Example included 1-L-2A

Follow-up Activity:

Reinforce by using a ball. The child places a ball in or on a box according to the directions of the teacher.

IN - ON DRILL

Aide-directed oral activity.
Aide: Have children cut off the strip of paper with the small pictures and name the items with the children repeating after you.

Refer to your strip and this time as you point to each picture say: I have a bracelet. Children will repeat: I have a bracelet. Repeat with the other pictures.

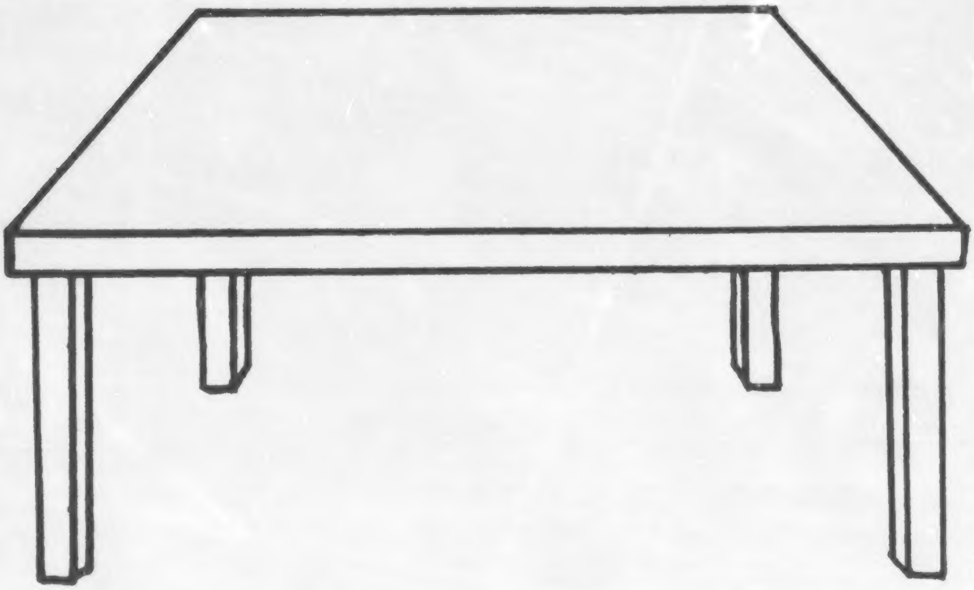
Tell the children to cut the pictures apart. Ask each one: What do you have? Let them pick up any picture and say: I have a _______.

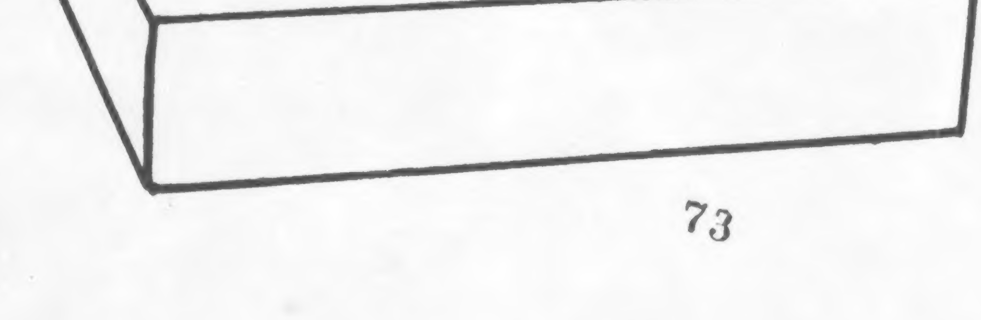
Give out the paste. Tell the children: Paste the doll in the box. Repeat, calling marble, whistle, bracelet, and pencil. Go slowly, checking to see that all the children are doing it correctly.

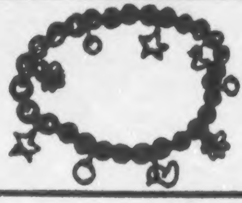
Tell the children the next pictures will be pasted on the table. Ask the children to show you the fork and say: I have a fork. Repeat with spoon and book. Say: Paste the fork on the table. Repeat with spoon and book.

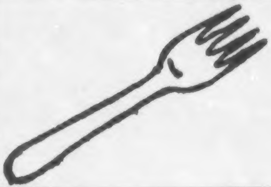
After everyone has pasted the items ask: Where's the fork? It's on the table. Skip from in to on questions with individuals answering.

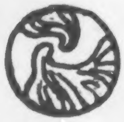
Cut out objects in small boxes. Place and paste in proper location. Some things go on the table. Some should be placed in the box.

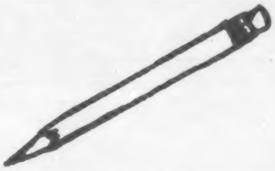


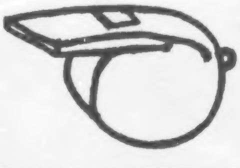


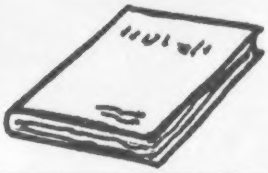


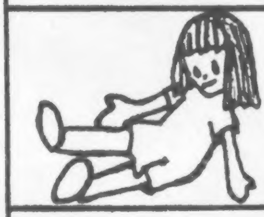


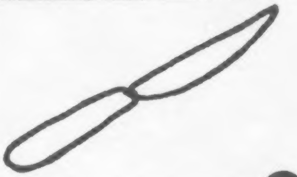


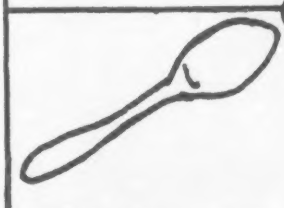












Objective:

The child will demonstrate an understanding of the prepositions in front of, and in back of, when asked to do so.

Activity:

Seatwork activity related to in front of and in back of is included here from H-200 SW 20. See attached example.

Criterion:

The child will complete the seatwork assignment correctly without errors indicating his/her understanding of in front of, and in back of, when asked to do so by the teacher.

Room/Pupil Arrangement:

Whole class or small groups.

Materials/Equipment Needed:

Example included 1-L-3A

H-200 Kit SW 20

Follow-up Activities:

Could be initial introductory activity of in front of, and in back of.

Children stand by their desks or chairs. The teacher directs the children to stand in front of their desks; in back of desks, etc.

The follow-up and reinforcement to the initial introductory activity can be the seatwork activity pages from H-200 and SW 20.

IN FRONT OF, IN BACK OF, DRILL

Aide directed oral activity.

Give each child the large sheet of paper, cut the picture sheet into halves. Keep the small pictures until you finish familiarizing them with the big sheet.

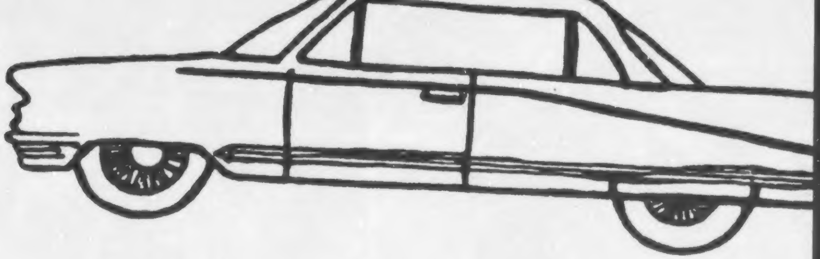
Say: Put your finger in front of the car at the top. Is this the front of the car? Good! Let's all say. This is the front of the car.

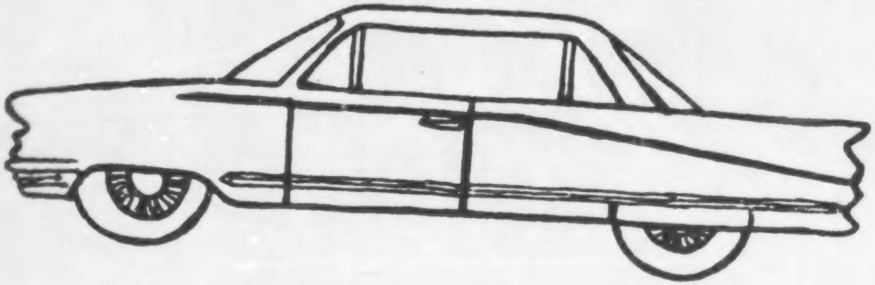
Now move down. Do you see the back of the car? Say: This is the back of the car.

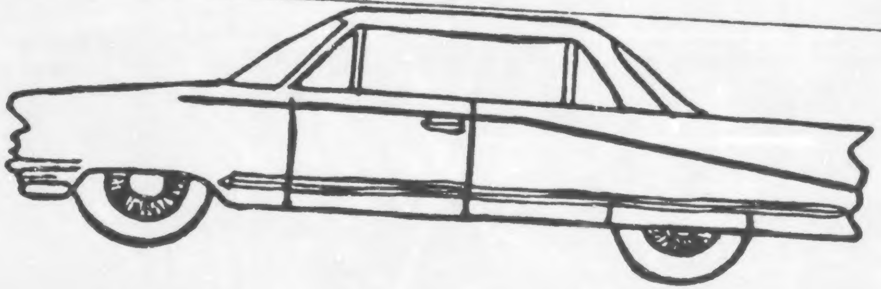
Put your finger on the car at the bottom. Say: Under the car.

Now let's say: In front of the car. Put your finger on the right line. Find it - good! In back of the car. Which one is it? Put your finger under the car. Say: Under the car.

1-L-3A







Objective:

The child will correctly demonstrate that he/she understands the prepositions: on, in, over, under, up, down, beside, between, through, in front of, in back of, when asked to do so by the teacher.

Activity:

Using P. Mooney, Ophelia and the Where-Bear, record accompanied by story cards present the story emphasizing these prepositions. After the story has been completed and possibly repeated, the children can imitate the Where-Bear activities using their chairs for the tree. Placing themselves physically in the positions enhances the understanding of these prepositions.

Criterion:

The child will correctly show his/her understanding of the listed prepositions when asked to do so by the teacher with 90% accuracy.

Room/Pupil Arrangement:

Small groups

Materials/Equipment Needed:

Peabody Level K
  Record & Picture Cards
  P. Mooney, Ophelia and the Where-Bear

Follow-up Activities:

Repeat action game "let's go Walking."

Objective:

The child will correctly demonstrate an understanding of the listed prepositions when asked to do so (in, under, beside, on, above, below, behind, and between) by the teacher.

Activity:

Bill Moore Language Lesson Set 4 Lesson 1 Flannelboard story: Spot Hides His Bone. Follow directions in the lesson packet for story presentation and drill for teaching listed prepositions.

Criterion:

The child will show understanding of the listed prepositions when asked to do so by the teacher with 90% accuracy.

Pupil/Room Arrangement:

Small groups

Materials/Equipment Needed:

Bill Moore Language Lesson Set 4, Lesson 1

Follow-up Activities:

See lessons 1-4

Objective:

The child will be able to give his/her correct phone number when asked to do so by the teacher (if no home phone then use message phone number or emergency number instead)

Activity:

Use two toy telephones (or the teletrainer). One child dials his/her home telephone number. The teacher or another child pretends to be at his/her home and answer, only if he/she dials correctly. When he/she can dial the toy phone correctly, it can be arranged for him/her to state his/her phone number and then dial, under supervision, his/her home and talk to parent. Arrange ahead of time so the call is expected at home.

Criterion:

The child will be able to state his/her number and dial it correctly two days consecutively on the toy telephone or teletrainer when his/her turn is indicated.

Room/Pupil Arrangement:

Small groups

Materials/Equipment Needed:

Telephones - 2 or more telephones (toy phones) or

Teletrainer

Follow-up Activities:

Objective:

The child will be able to state his/her telephone number correctly when asked to do so.

Activity:

Role playing - The child pretends to be lost and asks help from the teacher. When the child tells the teacher his/her telephone number, the teacher dials the number on the toy phone and "talks to parent" to arrange his/her safe return home.

Criterion:

Each child will repeat his/her phone number correctly when asked once during the lesson and again a week later.

Room/Pupil Arrangement:

Whole or small groups

Materials/Equipment Needed:

Toy telephone

Follow-up Activities:

Objective:

The child will be able to state his/her telephone number correctly when asked to do so.

Activity:

Do attached worksheet.

Criterion:

Child can write telephone number on appropriate line. If child is unable to write the numerals, the teacher can do so after the child has given her the correct number.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Worksheet, pencils

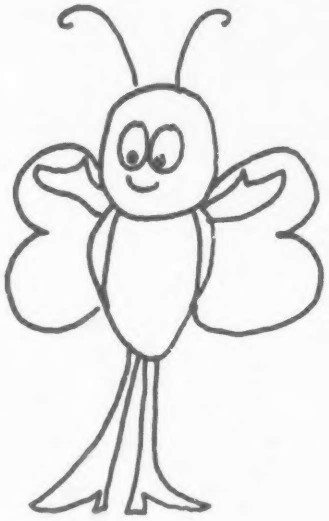
Follow-up Activities:

1-M-3A

Telephone Number

Parents: Review again the telephone number with your child. See if he/she can write the numbers. Use a toy telephone to practice dialing the phone number. Use this often to help your child remember the number. If you don't have a phone, have your child learn a neighbor's number or an emergency number.

Help your child write the telephone number on this space.



This is important!

Objective:

The child will be able to give his/her own address correctly when asked to do so.

Activity:

An envelope will be prepared with the child's address on it. Inside the envelope will be an appropriate reward.

Go over the addresses with the children before offering the envelopes. They will, then, have a fair chance to remember the correct address.

Criterion:

The child will remember his/her address correctly once during the lesson and again a week later.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Addressed envelope

M & M in envelope or other reward

Follow-up Activities:

Objective:

Each child will be able to state his/her address correctly when asked to do so.

Activity:

Role playing: The child pretends he/she is lost and asks for help from the teacher who plays police officer. When the child tells the teacher his/her correct address, he/she is allowed to proceed to a place designated as "home." Arriving "home" he/she is given an appropriate reward.

Criterion:

Each child will state his/her address correctly when asked to do so once each day for three consectutive days.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Token rewards

Follow-up Activities:

Objective:

The child will be able to state his/her address correctly when asked to do so.

Activity:

Do worksheet on the mailbox (1-M-6A)

Criterion:

The child will be able to state his/her address correctly when asked to do so.

Room/Pupil Arrangement:

Whole group

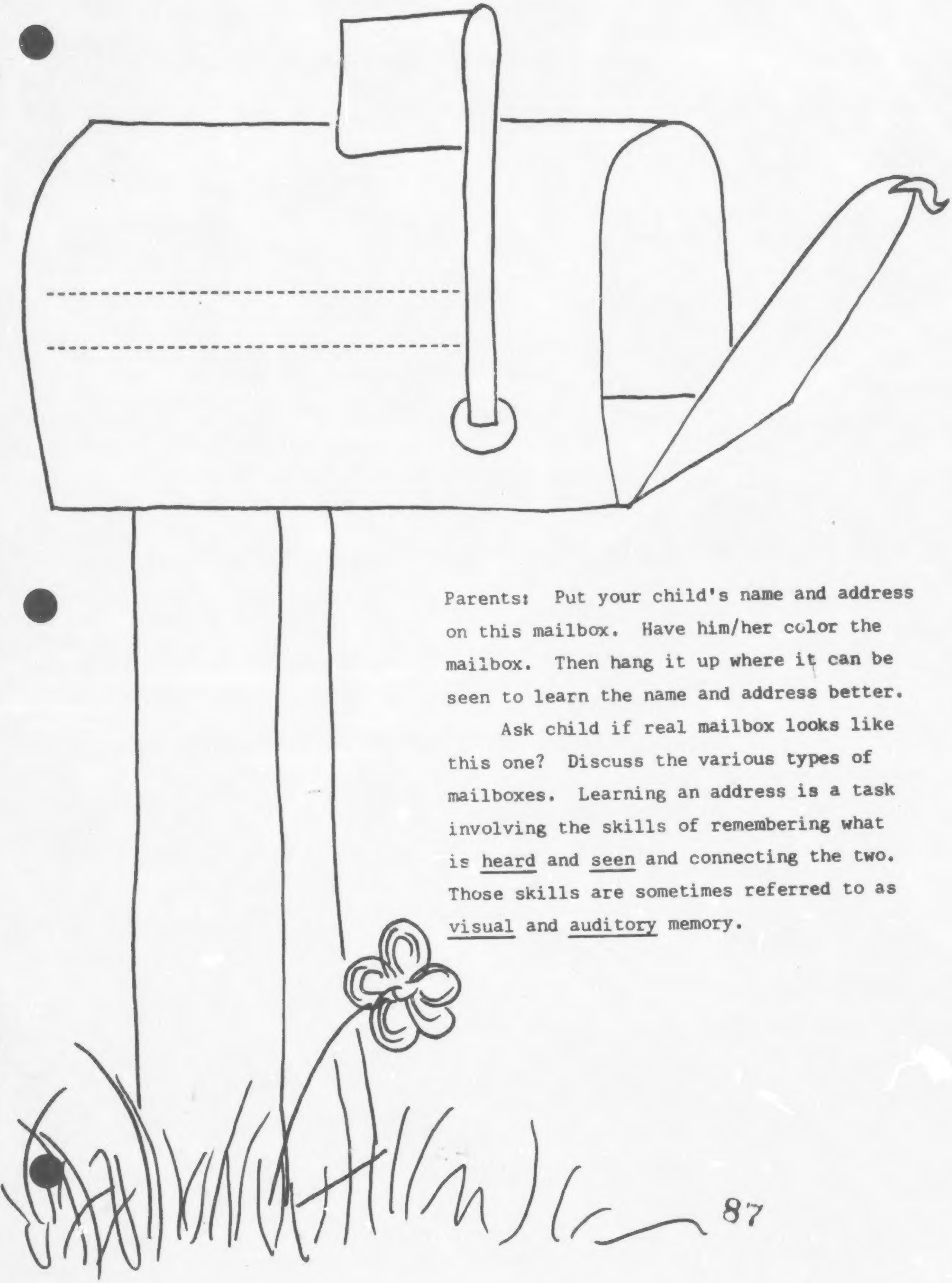
Materials/Equipment Needed:

Wroksheets (1-M-6A)

Follow-up Activities:

MAILBOX

1-M-6 A



Parents: Put your child's name and address on this mailbox. Have him/her color the mailbox. Then hang it up where it can be seen to learn the name and address better.

Ask child if real mailbox looks like this one? Discuss the various types of mailboxes. Learning an address is a task involving the skills of remembering what is heard and seen and connecting the two. Those skills are sometimes referred to as visual and auditory memory.

Objective:

The child will be able to state his/her whole name and address, and phone number correctly when asked to do so.

Activity:

Do attached worksheet.

Criterion:

The child will be able to state his/her first and last name, phone number and address when asked to do so.

Room/Pupil Arrangement:

Whole group (or small groups)

Materials/Equipment Needed:

Worksheets (1-M-7A)

Follow-Up Activities:

NAME, ADDRESS REVIEW

Reviewing with the child his/her name, address and phone number is very important! Ask the child the following questions and then fill in the blanks.

What is your whole name?

____

What is your address?

____

What is your phone number?

____

Do you know
where I live?

Objective:

The child will be able to state his/her name, phone number and address correctly when asked to do so.

Activity:

Do attached worksheet

Criterion:

The child will be able to state his/her first and last name, phone number and address correctly when asked to do so.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Worksheet (1-M-8A)

Waxpaper

Crayons

Follow-up Activities:

NAME, ADDRESS REVIEW

Print child's name (capitalize ONLY the first letter) on the space below. Cover this with wax paper. Now have child print on the waxed paper with a crayon, using the printed name underneath as the pattern to follow. Have child tell you the address too!

Objective:

The child will be able to state his/her name, address and telephone number.

Activity:

Do the attached worksheet.

Criterion:

The child will be able to state his/her first and last name, address and telephone number correctly when asked to do so.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Worksheet (1-M-9A)

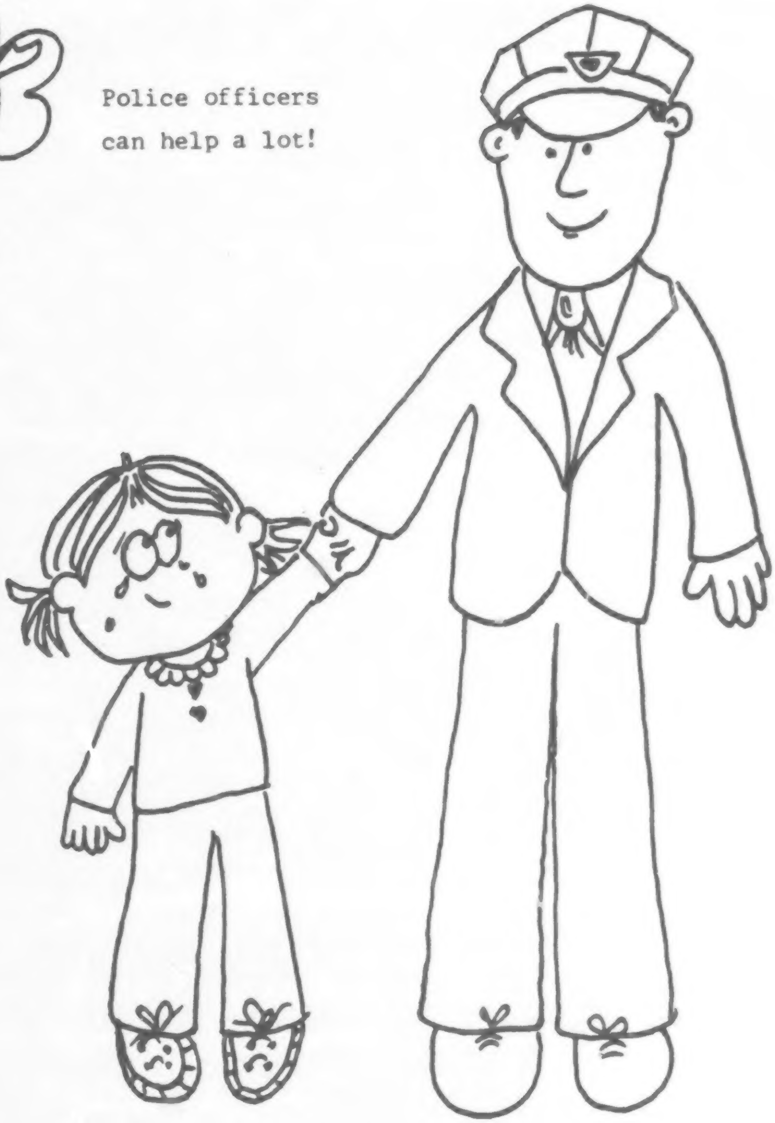
Follow-up Activities:

NAME, ADDRESS AND TELEPHONE

Practice again each child's first and last name, address, and telephone number.

Explain what child should do if he/she were to become lost. Encourage him/her to act out what to way and do.

Police officers can help a lot!



Strand 2:

READING READINESS

A. Identify upper and lower case letters

B. Relate experience story

C. Recognize and produce consonant sounds

D. Decode pictographs (Rebus)

E. Decode one syllable words

F. Read ten words from reading list

Objective:

The child will identify the upper and lower case (M and m) correctly when it is presented to him/her.

Activity:

Use Alpha Time Lesson IM, and IM2. Using the story of Mr. Munching Mouth introduce the children to the Huggable character Mr. Munching Mouth. Use as much of the suggested material in the plans as you require. Worksheets are available with the lesson.

(This type of activity is available in the Alpha Time professional guide for each letter.)

Criterion:

The child will correctly identify each the M and m upon sight when asked to do so by the teacher five times on separate occasions.

Room/Pupil Arrangement:

Grouped in a circle formation.

Materials/Equipment Needed:

Alpha Time materials

Lesson IM and IM2

Follow-up Activities:

Continue with Alpha Time to teach the remaining letters of the alphabet.

NOTE: Most Russian-dominant children will not be ready for letter recognition until they know more English.

Objective:

The child will recognize the letters (M and m) upon sight when asked to do so.

Activity:

Discuss Mr. Munching Mouth and then view the television program Mr. M from the Alpha Time series. This is a fifteen minute program which is presented in coordination with the Alpha Time program. Further worksheets may be used from the program.

Criterion:

The child will recognize the letters (M and m) upon sight five times on three consecutive days when asked by the teacher to do so.

Room/Pupil Arrangement:

Whole group in listening circle.

Materials/Equipment Needed:

Alpha Time Guide

T.V. program: Letter People

T.V. set required

Follow-up Activities:

Other letters are also presented through Alpha Time.

Objective:

The child will recognize and name the letters (M and m) upon sight when asked. (The scope will be expanded to include those letters taught.)

Activity:

When a group of 6 letters are being taught, the emphasis will be placed on the "subject letter" for that day. Place the Singer letter rug on the floor and play "musical letters." Help the children with those letters with which they are not familiar. Reward the child for correct letter recognition.

Criterion:

The child will identify upper and lower case letters correctly when asked to do so three times on separate occasions by the teacher.

Room/Pupil Arrangement:

Circle around letter rug placed in an open space on floor.

Materials/Equipment Needed:

Letter rug

Singer

Record player and marching record

Follow-up Activities:

Continue with Singer for remaining consonants

Objective:

The child will recognize the letters when asked to do so in the game of bingo.

Activity:

Playing letter bingo according to the bingo game directions, give a small reward for the winner. Each child who participates could be given a smaller reward to help maintain a high interest level.

Criterion:

The child will correctly name the letters when asked to do so in the game five times on three days by the teacher.

Room/Pupil Arrangement:

Children seated at work tables in suitable group for a bingo game.

Materials/Equipment Needed:

Letter bingo game

Token rewards

Follow-up Activities:

Objective:

The child will name the letters being presented when asked to do so.

Activity:

Using the letter teaching segment of Sesame Street for viewing, discuss with the children as they watch the program to reinforce the teaching that is being done on the program. After viewing use a short period to reinforce further the letters presented by discussion.

Criterion:

The child will correctly name the letter or letters being taught three times when asked to do so by the teacher.

Room/Pupil Arrangement:

Whole group in listening circle formation.

Materials/Equipment Needed:

Sesame Street - letter segment

Television set

Follow-up Activities:

Objective:

The child will name each lower case and capital letter of the alphabet.

Activity:

Cut small pumpkins from construction paper. Write a letter on each pumpkin. Have children pick a pumpkin; if he/she can identify the letter, he/she can keep the pumpkin. If not, the child has to put it back.

Criterion:

The child will correctly name the letters of the alphabet.

Room/Pupil Arrangement:

Small group

Materials/Equipment Needed:

Paper pumpkins

Follow-up Activities:

Use other objects relating to holiday or season--such as Christmas tree, shamrock, Easter eggs.

Objective:

The child will identify the upper and lower case letters of the alphabet.

Activity:

Cut fish from colored construction paper. Write a letter on each fish. Attach a paper clip to the nose of each fish. Fishing poles can be made with a dowel, string and magnet. Fish are placed in a lake (cut from butcher paper). Each child tries in turn to catch a fish. If he/she known the letter he/she keeps the fish, if not the fish is thrown back in the pond.

Criterion:

The child will name correctly upper and lower case letters of the alphabet when drawn randomly.

Room/Pupil Arrangement:

Small group

Materials/Equipment Needed:

Construction paper

Paper clips

Fishing poles

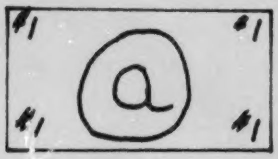
Follow-up Activities:

Objective:

The child will recognize and identify the upper and lower case letters of the alphabet.

Activity:

Treasure Hunt. Using paper money with a letter on it, hide around the room or pass out. The child can keep this money if he/she can identify the letter.



Criterion:

The child will correctly name the letters of the alphabet, upper and lower case.

Room/Pupil Arrangement:

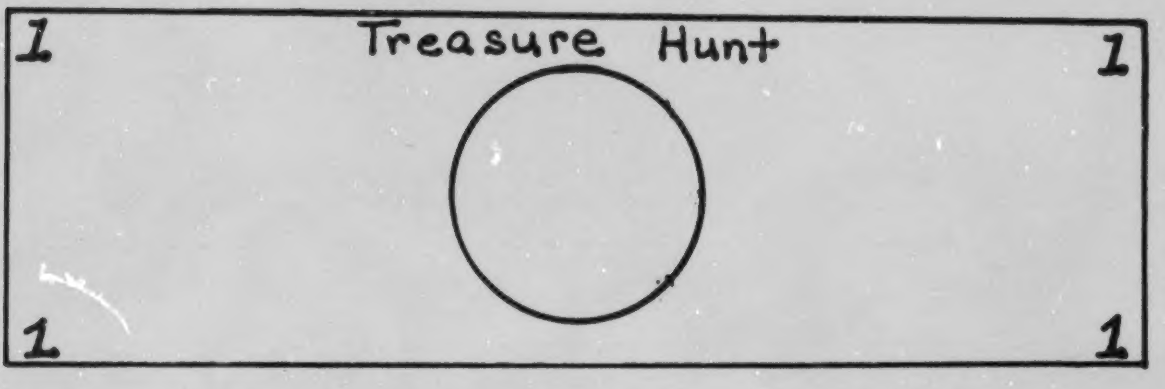
Whole or small group

Materials/Equipment Needed:

Paper money (example included) 2-A-8A

Follow-up Activities:

2-A-8A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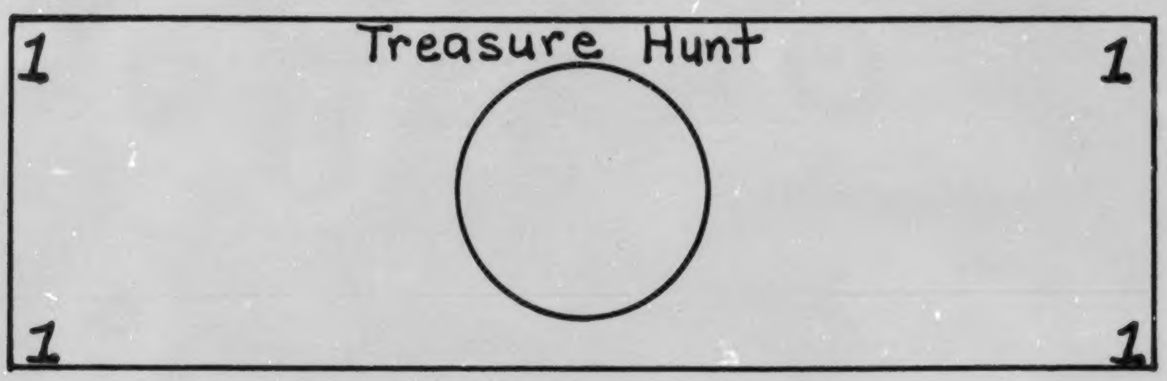
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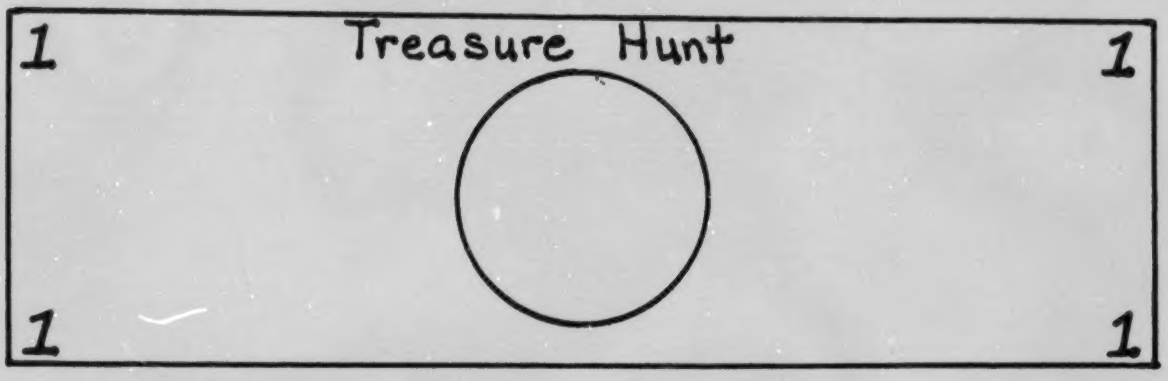
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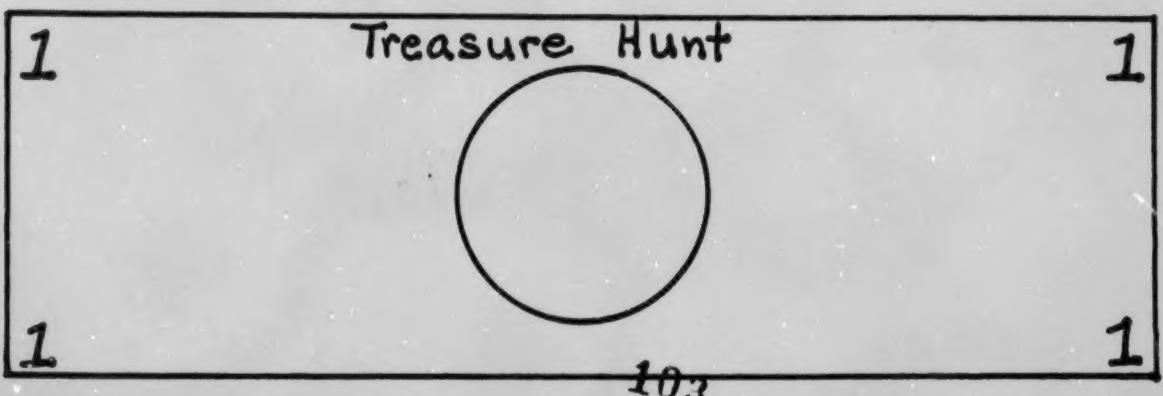

1
Treasure Hunt
1
1
1

Objective:

The child will identify the upper and lower case letters of the alphabet.

Activity:

Line up the tag board cards with the printed letters on a chalkboard tray, in front of the children. Select certain letters to introduce to the children. Call on students, 2 or 3. (As the children learn most of the letters, the number of the letters and specific letter(s) is left up to the discretion of the teacher.) Each student is given a letter poster card. He/she holds it over his/her head and stands in front of the class. The teacher calls one of the children to take a step forward, says the student's letter and the class repeats it. Repeat several times. Have each child say the letter. Continue with the other two letters. Repeat the procedure until all the children have had a turn to stand in front of the class.

Criterion:

The child will be able to identify the upper and lower case letters used in the game.

Room/Pupil Arrangement:

Whole or small group.

Materials/Equipment Needed:

Tag board cards with a letter printed on each.

Follow-up Activities:

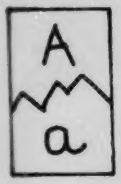
Objective:

The child will be able to identify the upper and lower case letters of the alphabet.

Activity:

On 4 X 4 inch cards, print the upper case alphabet on the top half of the card and corresponding lower case letter on the bottom half. Cut the cards in half using irregular curved or slanted lines. The children are each given a few letters at a time. Each then tries to match the top upper case letter with the lower case letters.

Example:



Criterion:

The child will be able to identify the upper and lower case letters of the alphabet by being able to match the puzzle pieces.

Room/Pupil Arrangement:

Individual and small groups.

Materials/Equipment Needed:

4 X 4 cards

Follow-up Activities:

The number of letters presented at one time can be increased according to the childs progress and ability.

Objective:

The child will be able to identify the capital and lower case letters of the alphabet.

Activity:

Prepare cut-out letters out of sandpaper. The teacher places the cut-out letters of the alphabet in a bag. The children are to be blind folded, and reach in the bag to take out one letter. The child traces its shape and attempts to identify the letter.

Criterion:

The child will be able to identify the letters of the alphabet when he/she feels and traces them without looking.

Room/Pupil Arrangement:

Small group

Materials/Equipment Needed:

Sandpaper

Follow-up Activities:

This is also a good lesson for tactile awareness.

Some children's learning modes require the kinesthetic approach, others learn best by visual or auditory methods.

Objective:

The child will be able to identify upper and lower case letters of the alphabet.

Activity:

Use an alphabet bingo game using 12 to 16 letters (fewer if necessary) of the alphabet. The teacher or the aide can call the letters. Follow standard bingo rules.

Criterion:

The child will be able to identify the upper and lower case letters of the alphabet on the game cards.

Room/Pupil Arrangement:

Whole or small groups.

Materials/Equipment Needed:

Alphabet bingo cards

Chips

Follow-up Activities:

Objective:

The child will be able to identify the upper and lower case letters of the alphabet.

Activity:

Give each child a piece of newspaper and have each circle the letters being studied at that lesson.

Criterion:

The child will be able to identify each of the letters when shown.

Room/Pupil Arrangement:

Whole or small groups

Materials/Equipment Needed:

Newspaper

Pencils

Follow-up Activities:

Objective:

Through the use of language the child will realize that what he/she thinks can be said, what he/she says can be expressed in some way such as writing, drawing, storytelling, painting or some other form, that what is written can be read and that books are merely writing of what an author has said.

Activity:

Have child dictate a story to you about something he/she saw on the way to school. Write on large sheet of paper. Child can then illustrate the story.

Criterion:

The child will be able to dictate a story or event to you.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Pencil, paper, crayons

Follow-up Activities:

Write experience stories on other topics.

1) Describing or telling about his/her reaction to special days and occasions.
2) Telling a story about a picture from a magazine.
3) Finishing a sentence, "What would I do if _______?"
4) Writing a group story on a specific topic each child then adds one idea to the story.
5) Making books out of their stories
6) Make narrative chart
7) Work charts
8) Reading skill chart to teach specific reading skills

Learning to read through experience - 2nd edition - Doris M. Lee and R. V. Allen Meredith Publishing Company

Objective:

The child will be able to produce the correct sound when he/she is shown a designated consonant (letter M-m) and asked to reply.

Activity:

Alpha Time program Letter (M). In the Alpha Time manual follow the lessons, activities and work sheets or pp. through . Use the story book Mr. Munching Mouth (and/or filmstrip).

Criterion:

The child will be able to produce the correcr sound when he/she is shown the letter M-m at any given time.

Room/Pupil Arrangement:

Circle arrangement may be used--or in any manner appropriate to activity which the teacher desires to use.

Materials/Equipment Needed:

Alpha Time manual and related program materials.

Follow-up Activities:

Each letter of the alphabet is taught in a sequential manner in Alpha Time program. Each letter in turn may be taught in this manner.

Objective:

The child will learn to identify the correct letter when he/she hears a beginning sound and is asked to state the letter he/she hears.

Activity:

Use Getting Ready To Read series: Using the picture page, have child identify a picture and identify the correct beginning sound by saying it when asked to do so.

Criterion:

The child will correctly identify and say the correct beginning sound when he/she is asked to do so on the picture page being used (M-m).

Room/Pupil Arrangement:

Small group is preferable.

Materials/Equipment Needed:

Teacher manual and student picture book.

Getting Ready to Read

Follow-up Activities:

Continue through the series as letters are learned and the task is accomplished.

Objective:

The child will demonstrate that he/she knows the correct letter for beginning sounds (such as M-m) by listening to and following the directions on the appropriate Ideal Tape.

Activity:

Use the Ideal Tape series for recognition of beginning sounds including cassette tape and ditto sheet, follow directions on tape.

Criterion:

The child will be able to identify correctly the beginning sound as he/she is directed to do so by the tape lesson.

Room/Pupil Arrangement:

Small group with headsets on listening post, or total group with no headsets.

Materials/Equipment Needed:

Ideal Listening Tape, Letter M.

Tape player and necessary duplicated material.

Listening post and headsets (optional)

Follow-up Activities:

Use the entire series in the order best suited to the situation. This will include all beginning sounds.

Objective:

The child will demonstrate that he/she knows the correct letter for beginning sounds (such as M-m) by listening and following the directions on the Singer Beginning Sounds tape.

Activity:

Use the Singer Initial Consonant Sounds series. Have the child listen to tape and follow activity directions on the tape.

Criterion:

The child will be able to identify correctly the beginning sound as directed by the tape lesson.

Room/Pupil Arrangement:

Individual in a one-one or very small group (preferably with headset).

Materials/Equipment Needed:

Singer Initial Sound program

Tape player, listening post is desirable.

Follow-up Activities:

Use entire series in order suited to the needs of the individual.

Objective:

The child will demonstrate that he/she knows the correct letter for beginning sounds (such as M-m) by listening to and following the directions on the Listen and Do record.

Activity:

Use the Listen and Do Initial Consonant record for appropriate letter (M-m), ditto sheet, and follow directions on record.

Criterion:

The child will be able to identify correctly the beginning sounds as directed by the record.

Room/Pupil Arrangement:

Small group on headset or total group as desired.

Materials/Equipment Needed:

Listen and Do record
Record player
Duplicated material

Follow-up Activities:

Use entire series if need is evident, covering each beginning sound in turn.

Objective:

The child will be able to decode simple pictographs.

Activity:

Use picture cards to teach verbal response to the symbols from the Peabody Rebus or similar program. Most children will acquire these rather quickly. Prepare a simple worksheet so that they can mark the appropriate symbol when they hear the word.

Criterion:

The child will identify the correct symbol when the teacher pronounces the word: tree, table, chair, etc.

Room/Pupil Arrangement:

Small groups at tables

Materials/Equipment Needed:

Peabody Rebus or similar program materials or teacher made picture cards.

Prepared worksheets for children to mark.

Follow-up Activities:

This program is designed for children who may not be ready for formal letter and word recognition instruction.

Objective:

The child will be able to match like pictographs, with two distractors.

Activity:

Using Peabody Rebus Book 1, or other similar program, present the child with symbols such as tree, table, chair, and ask him/her to identify the two that are alike.

Criterion:

The child will match the like pictographs when asked.

Room/Pupil Arrangement:

Small groups seated at tables

Materials/Equipment Needed:

Peabody Rebus Book 1 or teacher selected material that is similar.

Follow-up Activities:

Do exercise several times, using different pictographs, until child can recognize and match all pictographs.

Objective:

The child will be able to decode relational pictographs when shown the symbols.

Activity:

Present on picture cards the pictographs for relational words as in and be and explain to the children. Have a teacher made worksheet with sumbols pre printed for child to mark when you pronounce each word.

Criterion:

The child will demonstrate twice his/her ability to use pictographs for relational words when asked.

Room/Pupil Arrangement:

Small groups at tables

Materials/Equipment Needed:

Peabody Rebus Book 1 or prepared materials.

Pictograph cards, worksheets, pencils or crayons

Follow-up Activities:

Continue practice until child knows all the relational pictographs in the program.

Objective:

The child will be able to identify abstract pictograph symbols.

Activity:

Present pictograph cards with abstract symbols for words such as it and the separately and with more familiar pictographs to increase pictograph vocabulary and to begin the concept of phrases and sentences. Use cards, pictographs when asked on three occasions.

Room/Pupil Arrangement:

Small groups at tables.

Materials/Equipment Needed:

Peabody Rebus Book 1, or prepared materials.

Pictograph cards sentence strips, worksheets, workbooks, pencil or crayons.

Follow-up Activities:

Objective:

The child will be able to decode a pictograph sentence when asked.

Activity:

Start by putting two pictographs together, ones the child is familiar with, and adding additional ones until a five word sentence is made, such as: can it be the cat? Practice in groups and individually, using other simple sentences which include all three types of pictographs. Ask children to suggest sentences.

Criterion:

The child will decode correctly a five word pictograph sentence when asked.

Room/Pupil Arrangement:

Small groups or individual

Materials/Equipment Needed:

Pictograph cards, display easel

Pictograph sentence strips

Peabody Rebus Book 1

Follow-up Activities:

You may want to make some pictographs yourself. Ask the children to help with the ones for familiar objects.

Move children from this program into letters and word recognition when they are ready.

Objective:

The bilingual (other native language) child will be able to decode pictographs in his native (dominant) language.

Activity:

Pictographs represent a universal language and are an effective means of beginning English as a Second Language with children who speak little or no English. Use previous activities and accept answers in the child's dominant language, and then give the English translation.

Criterion:

The child will identify common pictographs in his/her dominant language when asked.

Room/Pupil Arrangement:

Small group at tables or in circle

Individual if needed

Materials/Equipment Needed:

Rebus Book 1, cards

Follow-up Activities:

When developing phrases and sentences, choose those that are the same in either language.

Objective:

The child will be able to decode one syllable vocabulary list words.

Activity:

Using a chalkboard, or word cards, ask child to decode words shown. Have several words on display and choose them randomly. Begin with group responses and then more to individual responses as children learn the words: I see Sam

Criterion:

The child will decode one syllable words from the vocabulary list when asked on three different occasions.

Room/Pupil Arrangement:

Small groups in a semicircle

Materials/Equipment Needed:

Chalkboard, word list, chalk, eraser

Display easel, word cards

Follow-up Activities:

Token rewards (cheerios, exchange chips) maybe used to reward correct responses. This is an initial exercise for the SWRL beginning reading program.

Objective:

The child will be able to decode a simple sentence.

Activity:

Prepared sentence strips on tagboard are presented and read to the group first and then to individuals. (Two additional words have been added to the ones from the previous activity.)

Sentences: I see Sam
See, see
See me
See, Sam, See
See Sam
I am Sam

Criterion:

The child will decode each sentence when asked, on three separate occasions.

Room/Pupil Arrangement:

Small groups seated in a circle.

Materials/Equipment Needed:

Sentence strips, display easel

Follow-up Activities:

Objective:

The child be able to decode a story which uses the words: I see Sam.

Activity:

Using the reading books (Book 1, SWRL) with the controlled vocabulary words, the teacher decodes and discusses the words with the children in small groups. Each child is then asked to decode in turn and moved to the next sentence as his/her ability allows. The child should be confortable with the material before progressing.

Criterion:

The child will successfully decode the sentences in the story when asked, on three separate occasions.

Room/Pupil Arrangement:

Small groups in a circle

Individual as needed

Materials/Equipment Needed:

SWRL Story Book I or an appropriate beginning reading program.

Follow-up Activities:

This is the first unit of 52 story books in the SWRL Beginning Reading Program. Motivation is maintained by giving each child the book when he/she can read it successfully. Other material may be used in a similar manner.

Objective:

The child will be able to comprehend the ideas presented in the reading program.

Activity:

Ask the child appropriate questions about the stories. Use leading questions which will require demonstration of the ideas in the story. Encourage related comments and throughts from the child to encourage development of comprehension skills.

Criterion:

The child will demonstrate comprehension of the reading story when asked on three separate occasions.

Room/Pupil Arrangement:

Individually, with teacher or aide

Materials/Equipment Needed:

SWRL Book 1 (SWRL BRP) or other story book chosen for a beginning reading program.

Follow-up Activities:

It is important to stress understanding and comprehension as well as word attack skills.

Objective:

The child will be able to decode the word "Mat" using decoding skills learned.

Activity:

Use the chalkboard and/or word card to teach the decoding of the sounds M A T. Present the new word in combination with familiar sentences:

I am Mat

See Mat

See me Mat

Sam, see Mat

Other combinations may also be used.

Criterion:

The child will demonstrate ability to decode the word Mat in at least four sentence combinations when asked.

Room/Pupil Arrangement:

Individual or very small groups

Materials/Equipment Needed:

Chalkboard or word cards, sentence strips token rewards.

Follow-up Activities:

This is the initial lesson of a series of new word decoding by using previously learned decoding skills. Be certain of mastery before proceeding.

Objective:

The child will be able to identify and select words from printed materials that begin with the letter M-m.

Activity:

Furnish old newspapers and ask child to identify words beginning with M or m. Have child cut words out and paste on a page in a vocabulary workbook.

Criterion:

The child will identify ten words that begin with M or m from printed material when asked.

Room/Pupil Arrangement:

Class seated at tables with adequate work space.

Materials/Equipment Needed:

Old newspapers, scissors, paste, teacher made workbooks (sheets of construction paper).

Follow-up Activities:

Objective:

The child will be able to identify the correct responses as directed in the Peabody Rebus pre-reading program. (This is an alternative program to formal reading.)

Activity:

Read Rebus book and complete the directed activities.

Criterion:

The child will find the correct color coded answer in each case.

Room/Pupil Arrangement:

Small group activity

Materials/Equipment Needed:

Peabody Rebus Book - and teaching kit

Follow-up Activities:

Continue through Book 1 and Book 2

Strand 3:

GROSS MOTOR SKILLS

A. Roll a ball

B. Toss and throw

C. Walk and march

D. Gallop

E. Jump forward

F. Hop on one foot

G. Imitate movements

H. Skip

Objective:

The child will roll the ball, with some control, a distance of eight feet when directed to do so.

Activity:

Demonstrating the activity and the way to grasp a ball, practice just holding the ball and handling it for a few minutes. Direct the child to do the same thing with his/her ball that you do with yours. Place your ball on the floor, then pick it up. Have the child do this after you. Roll your ball, then go get it. Have each one do this until you feel he/she is doing his/her best for this session.

Criterion:

The child will roll the ball for 8 feet to marked area accurately three times out of five when directed to do so.

Room/Pupil Arrangement:

Individual child in one to one situation in marked area.

Materials/Equipment Needed:

Ball 8-10"

Marked area

Follow-up Activities:

Objective:

The child will roll a ball (approx. 8 1/2" diam.) to another person from a distance of 8 feet when asked to do so with reasonable accuracy.

Activity:

Two persons sit on the floor, legs apart, at a distance of 8 feet rolling the ball and receiving it to gain control ball handling. This can be made into a contest to enliven interest as the situation indicates. A relay activity can be organized as control is attained.

Criterion:

The child will roll the ball accurately to another individual at a distance of 8 feet three times out of five when asked to do so.

Room/Pupil Arrangement:

Children sit in open areas by pairs at a distance of 8 feet.

Materials/Equipment Needed:

An 8" - 10" ball for each two participants. Marked areas of 8 feet in open space.

Follow-up Activities:

Objective:

The child will toss and catch a bean bag from a distance of 4 feet when asked to do so.

Activity:

Give each child a bean bag. Stand so each child can see as you demonstrate and direct as follows: "You do the same thing with your bean bag as I do with mine. (1) Toss and catch your bean bag. Use both hands. Use one hand. (2) Toss your bean bag from one hand to the other. Close your eyes and do it." (3) Toss the bean bag to a partner. He/she will toss it back. (The children) face at approximately 4 feet. Use under arm movement. Demonstrate.

Criterion:

The child will toss and catch a bean bag from a distance of 4 feet when asked to do so three out of five times.

Room/Pupil Arrangement:

Children arranged in open areas in sets of two at a distance of 4 feet.

Materials/Equipment Needed:

Sufficient bean bags for two-two relationships.

Follow-up Activities:

(1) Toss bean bag high or low into a target an varied distance.

(2) Play hot potato.

(3) Play hop scotch.

Objective:

The child will catch and throw a ball to a target from a distance of four feet when asked to do so.

Activity:

(1) Stand where each child can see you. Do each activity with the children, providing many practice activities in each step of learning sequence. Encourage and help children to do this.

(a) Hold the ball
(b) Move ball from hand to hand
(c) Place ball on floor then pick it up
(d) Roll the ball, then go get it
(e) Bounce your ball and catch it
(f) Bounce your ball and catch it three times
(g) Toss ball, bounce ball, then catch it
(h) Toss ball in air, catch it as it comes down

(2) Have partner demonstrate. Provide sufficient practice time for each step.

(a) Hand the ball to each other
(b) Roll ball, your partner brings it back. Take turns.
(c) Bounce ball to partner 4 feet away. Take turns.
(d) Toss ball to partner 4 feet away. Take turns.

(3) Give opportunity for child to experiment independently.

Criterion:

The child will catch and throw a ball from a distance of four feet when asked to do so three out of five times.

Room/Pupil Arrangement:

Participating child needs to be placed 4 feet from target in an open area.

Materials/Equipment Needed:

Each participating child will need a ball (8" - 10") and appropriate target.

Follow-up Activities:

3-C-1

Objective:

The child can balance well while walking on a line.

Activity:

Draw a line 5 or 6 feet long across floor or sidewalk with chalk. If carpeted surface is used, stretch masking tape across floor. Line should be at least 5 or 6 feet long. Encourage child to walk along the line without stepping off. If child loses balance, have him/her step back on, then repeat activity. Praise him/her for effort. Repeat him/her for effort. Repeat several times each day until child can walk confidently and with good balance.

Criterion:

To help the child develop his balance while walking on a straight line.

Room/Pupil Arrangement:

Whole group or small groups in turn

Materials/Equipment Needed:

Piece of chalk or masking tape

Surface on which line can be draw or taped such as floor, sidewalk, carpet, etc.

Follow-up Activities:

Use 2 lines, 10 to 12 inches apart, child walks between without stepping on or over lines.

3-C-2

Objective:

The child will march with the music, keeping body erect, using cross lateral movements of arms and legs when asked to do so.

Activity:

Following suggestion for marching in IMP's p. 10., the children are asked to think about a parade in which a band is marching. First have the children clap the rhythm while standing in place. March in place then, still clapping the rhythm. Divide into two groups. One group will clap the rhythm while the other marches. The groups then exchange places and the ones who were clapping now become the marching group. Everyone should have a turn in each group.

Criterion:

The child will march in time to the music with the body erect, using cross lateral arm and leg movement when directed to do so.

Room/Pupil Arrangement:

Standing in circle formation in best open space available.

Materials/Equipment Needed:

Improving Motor Skills (p. 10)

Record player

March record

Follow-up Activities:

March, stepping high

March with hand on hips

March on tiptoe

March to different speeds of music

Objective:

The child will slide-step and/or gallop to appropriate rhythm, leading with either foot, a distance of fifteen feet when asked to do so.

Activity:

Ask children standing in straight lines to "Watch me. I am going to take a step with this foot, then slide the other foot over to it, like this, step, slide over to meet it. Step-slide, step-slide." Repeat four times for children. "Let's do it together. Step-slide, step-slide, step-slide--Now, let's go the other way. Do it to music now. Follow me and watch which direction I go."

"It will be easy to gallop because you know how to step-slide. Put one foot in front of the other and move ahead to gallop." Suggested music: Alley Cat - Childhood Rhythms II At Co 46-226, or other rhythms record.

Criterion:

The child will gallop to appropriate rhythm, a distance of 15 feet when asked to do so on three separate occasions.

Room/Pupil Arrangement:

Children standing in lines where teacher can be seen demonstrating activity in open area.

Materials/Equipment Needed:

RCA Rhythm record

Alley Cat - Childhood Rhythms II At Co 46-226

Follow-up Activities:

Gallop to RCA - Rhythm record

Play "Sally Go Round The Moon"

Gallop to Nursery rhymes "Ride a Rock Horse, and Higgity Piggity My Black Hen."

Objective:

The child will jump a series of jumps, keeping feet together, for a distance of ten feet when asked to do so.

Activity:

Stand with both feet together, arms at sides. Bend knees, lean body forward slightly. Swing your arms and jump! Keep jumping until you reach the line. Place a line for the child to reach before beginning the activity. For the child having difficulty, place your right hand in back of the child's knees and your left hand on his back to show him how to bend for jump position.

Criterion:

The child will jump a series of jumps for a distance of ten feet, keeping feet together, on three separate days.

Room/Pupil Arrangement:

Children will stand in open areas, arranged so that each child has a ten foot jumping area available in turn.

Materials/Equipment Needed:

Up and Down record, Childhood Rhythm Series II

Record player

Follow-up Activities:

Children to jump to music as teacher says, "Bend" and "Jump" to the rhythm of the music. Record suggested "Up and Down" Childhood Rhythm Series II.

Do the rabbit hop - Rhythm Record (RCA)

Do the "Bunny Hop"

Jump Rope

Dramatize "Jack Be Nimble"

Objective:

The child will hop a distance of six feet on the right foot and six feet on the left foot when asked to do so.

Activity:

Directing the children, say: "Watch me and do the same thing I do. When I raise my arms, you raise your arms. When I put my arms down, you put your arms down. When I lift my foot up, you lift your foot up. Let's start with our arms. The music will help us stay together, (optional) Up-Down, Up-Down-Now Use Our Feet, Up-Down, Up-Down, Up-Down, Lift One Foot, Hop Three Times, Watch and Do It With Me." Hop a distance of six feet on each foot.

Criterion:

The child will hop a distance of six feet on the right foot and six feet on the left foot on three different occasions when asked to do so by the teacher.

Room/Pupil Arrangement:

Children standing in open area with six feet space available for each child.

Materials/Equipment Needed:

Marked area of six feet

Rhythm record (optional)

Follow-up Activities:

Hop to a designated target, change feet and hop back

Play a relay game with two groups. Hop to target, change feet and hop back.

Objective:

The child will imitate arm and leg movements as produced by the teacher when asked to do so.

Activity:

Stand facing children. Be sure all can see you. "V" formation is suggested. Demonstrate the following movements. Hold each for an instanct and return to position. Do not talk. Children are to copy what they see.

(a) Stand erect, arms at sides and feet together, extend right arm.

(b) Extend right foot.

(c) Extend right arm and right foot.

(d) Extend left arm.

(e) Extend left foot.

(f) Extend left arm and left foot.

(g) Extend right arm and left foot

(h) Extend left arm and right foot.

Criterion:

The child will imitate eight arm and leg movements correctly produced by the teacher when asked to do so once each time on three different occasions.

Room/Pupil Arrangement:

Child will stand in open area sufficient to observe and imitate teacher.

Follow-up Activities:

Have the child look at movement, close eyes, and imitate movement from memory.

Do exercises to "Pop goes the Weasel."

Play follow the leader using these movements.

Play Angels-in-the-snow

Objective:

The child will skip correctly a distance of twenty feet when asked to do so.

Activity:

This is probably a two or three day lesson. Teacher demonstrates as follows: "Watch me and do the same thing I do. When I raise my arms, you raise your arms. When I put my arms down, you put your arms down. When I lift my foot up, you lift your foot up. Ready, up-down, up-down, up-down; repeat. Move on to a step-hop, step-hop, etc., until skipping when you change feet. This can be done only as fast as the child can develop the skills.

Criterion:

The child will skip a distance of 20 feet on three different occasions when directed to do so.

Room/Pupil Arrangement:

Children will form a circle in sufficient open area to practice this activity.

Materials/Equipment Needed:

Follow-up Activities:

Use rhythm record (RCA) instruction for skipping

Skipping games (The Muffin Man, Lashy Leo, Skip to My Loo).

Skip to "Pop Goes the Weasel"

Skip spontaneously to "Teddy Bear's Picnic"

Strand 4:

FINE MOTOR SKILLS

A. Hold pencil/crayon correctly

B. Mark within a path

C. Mark on a line

D. Trace on a template

E. Reproduce a pattern

F. Reproduce shapes

G. Cut on a line

H. Write letters of the alphabet

I. Write own name

J. Write numerals

K. Copy words

L. Copy a sentence

Objective:

The child will hold a primary pencil or crayon correctly when asked to do so by the teacher.

Activity:

Demonstrate the correct way to hold a pencil, then assist each child so that it is held properly. The pencil should be held about an inch from the writing point between the thumb and second finger, with the index finger resting lightly on top. He/she should place the thumb and second finger first, then dropping first finger into place on top. Much opportunity must be given for development of this skill.

Criterion:

The child will hold a primary pencil or crayon correctly when asked to do so on five separate occasions.

Room/Pupil Arrangement:

Individual activity

Materials/Equipment Needed:

Primary crayons

Primary pencil

Follow-up Activities:

Objective:

The child will mark within a path without touching the sides or lifying the pencil when directed to do so.

Activity:

Use Frostig Beginning Pictures and Patterns or similar material. Have the child pencil his marker on the starting position and move to the destination picture without lifting marker to touching sides. There are many of these exercises available or they can be teacher made. They become pregessively more difficult as the path becomes much smaller. Work from the easier ones to the more difficult as the child demonstrates readiness.

Criterion:

The child will mark within a path without touching the sides or lifting the pencil when directed to do so on five separate occasions.

Room/Pupil Arrangement:

Whole or small group

Materials/Equipment Needed:

Frostig: Beginning Pictures and Patterns
Frank Schaffer
Continental Press

Follow-up Activities:

Teacher-made work sheets
Art projects incorporating this activity
Frank Schaffer
Continental Press

Objective:

The child will trace on a line with a marker correctly when asked to do so.

Activity:

Use dotted line patterns and pictures such as the example included here. Have child begin on the indicated place tracing the dotted line without lifting marker.

Criterion:

The child will trace on a line with a marker when asked to do so on five separate occasions.

Room/Pupil Arrangement:

Whole or small groups

Materials/Equipment Needed:

Frostig, Beginning Pictures and Patterns

Continental Press

Frank Schaffer

Activity sheet 4-C-1A duplicated

Follow-up Activities:

Use teacher devices for tracing.

Use Frostig, Beginning Pictures and Patterns for this activity.

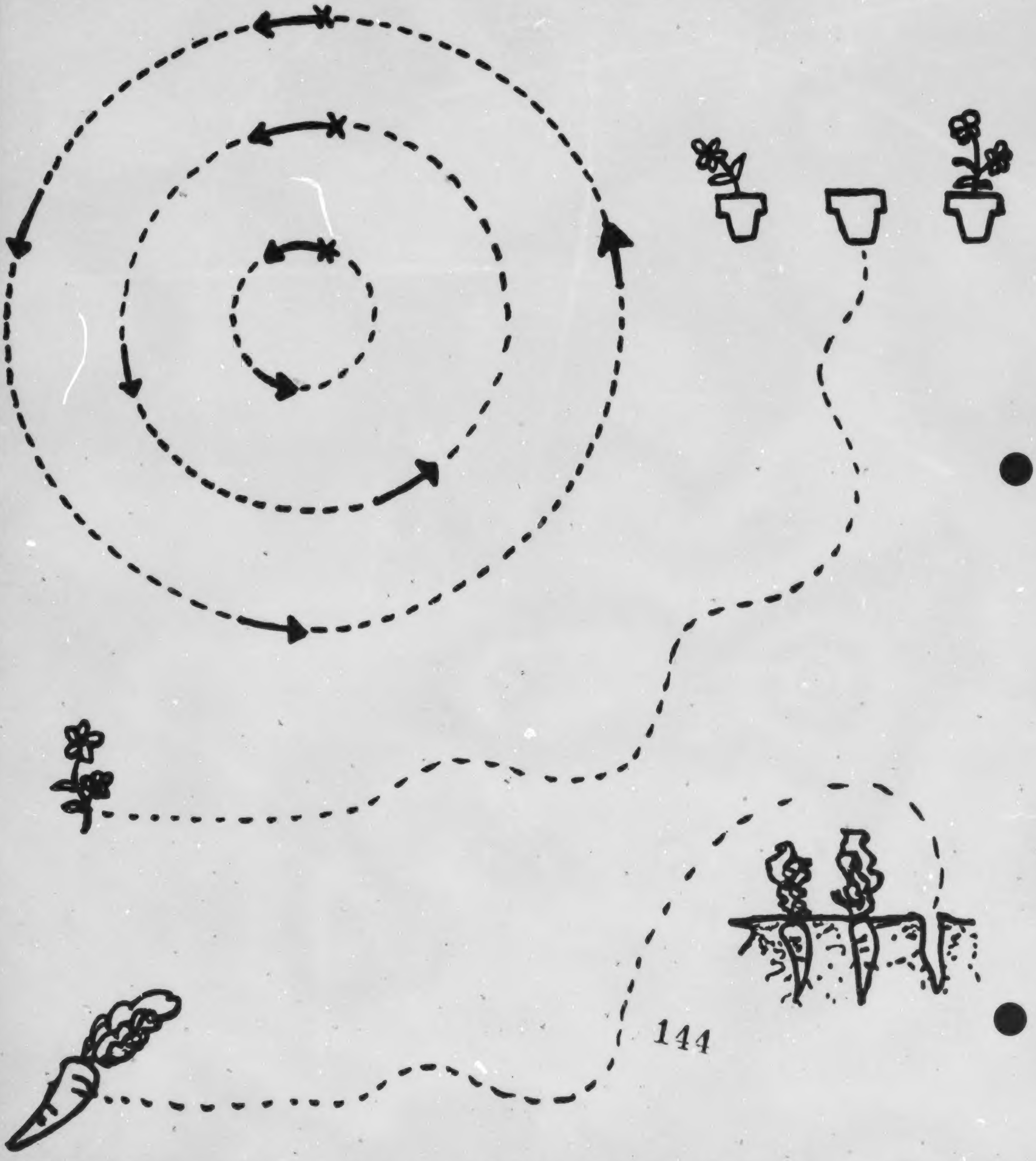
Dotted very large letters in upper and lower case may be traced.

Art activities may include outlining skills where the child traces lines with crayons.

4-C-1A

FOLLOW THE DOTTED LINES

Have child begin at the left and move the pencil to the right without lifting it from the paper. Stay on the dotted lines.



Objective:

The child will trace a simple stencil correctly when asked to do so.

Activity:

Have the child trace around simple shapes first such as circle, square, triangle, and rectangles. He/she may use the individual chalkboards as a beginning step, as they are easy to correct. When this is achieved move on to paper, and pencil or crayon.

Criterion:

The child will correctly trace a simple stencil when asked to do so on three separate occasions.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Stencils made from various material, cottage cheese carton lids, tag board cut outs, etc.

Follow-up Activities:

Use plastic cottage cheese carton lids and make a set of shape stencils for each child.

Simple animal shape stencils are available which offer a greater challenge for more advanced needs.

Holiday stencils are good exercises in this skill.

Objective:

The child will correctly reproduce a pattern with round and square beads when asked to do so.

Activity:

(Avoid unnecessary distractors) Place a string of beads in a repeated pattern before the child. Supply him/her with beads and a string and ask him/her to make a string of beads just like the one in on display.

Criterion:

The child will correctly reproduce a pattern with round and square beads when asked to do so on three separate occasions.

Room/Pupil Arrangement:

Individual

Materials/Equipment Needed:

String

Wooden beads

Follow-up Activities:

Increase difficulty of patterns to be copied to meet individual differences.

Different colored beads of the same shape can be used.

Objective:

The child will correctly reproduce a simple pattern on a pegboard when asked to do so.

Activity:

Supply the child with a simple pattern on a pegboard and an empty pegboard and pegs. Ask him/her to make his/her pegboard look exactly like the one displayed. Allow the child sufficient practice opportunities to master this skill.

Criterion:

The child will correctly reproduce a simple pattern on a pegboard when asked to do so on three separate occasions.

Room/Pupil Arrangement:

Individual

Small group

Materials/Equipment Needed:

Peg board and pegs

Follow-up Activities:

Increase difficulty of patterns to be copied to meet individual needs.

Objective:

The child will complete dots and patterns correctly when asked to do so.

Activity:

Frostig Pictures And Patterns, p. 72 and 73 gives practice in placing lines between dots to complete patterns of one line. More difficult patterns from dots and line are available in the *Visual Motor Skill* packet from Continental Press. The exercises consist of dots and lines patterns on the left which are to be reproduced on the right side of the page on dots provided.

Criterion:

The child will correctly reproduce the pattern on dots when asked to do so on three separate occasions.

Room/Pupil Arrangement:

Whole or in small groups.

Materials/Equipment Needed:

Frostig, Pictures and Patterns, p. 72 and 73

Follow-up Activities:

Objective:

The child will correctly reproduce a pattern of shapes when asked to do so.

Activity:

Frostig Pictures and Patterns p. 73 is an example which shows this process. The child follows the pattern in this manner, saying: "Circle, square, circle, square, (circle)." Complete the page. The child will need direction and assistance to master this skill.

Criterion:

The child will correctly reproduce a pattern of shapes when asked to do so on three separate occasions.

Room/Pupil Arrangement:

Large or small group at desk or tables

Materials/Equipment Needed:

Houghton-Mifflin K-Level Math

Roseburg Readiness in Basic Skills Program

Continental Press

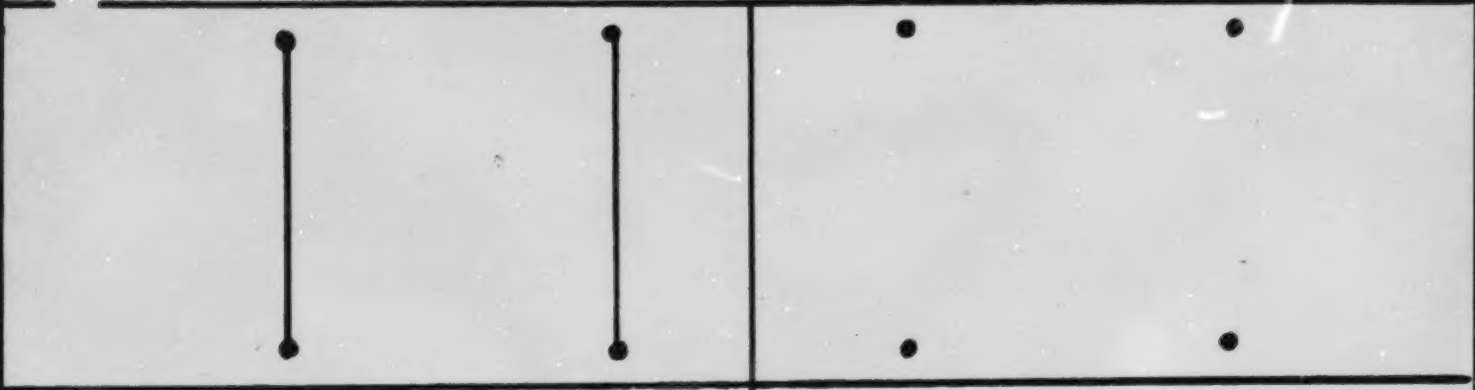
Frank Schaffer

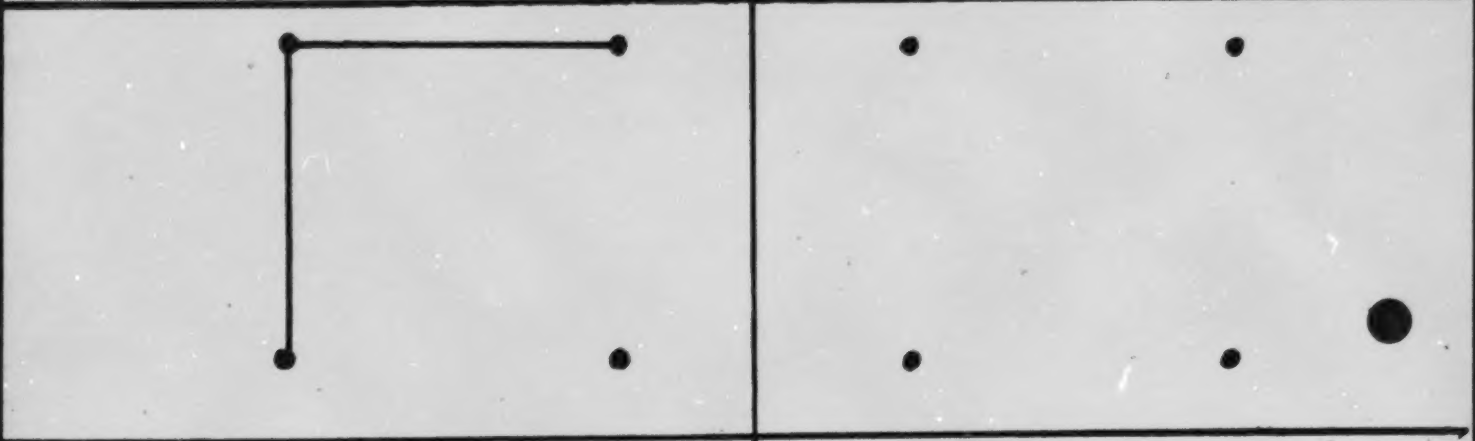
Activity sheets 4-E-4A

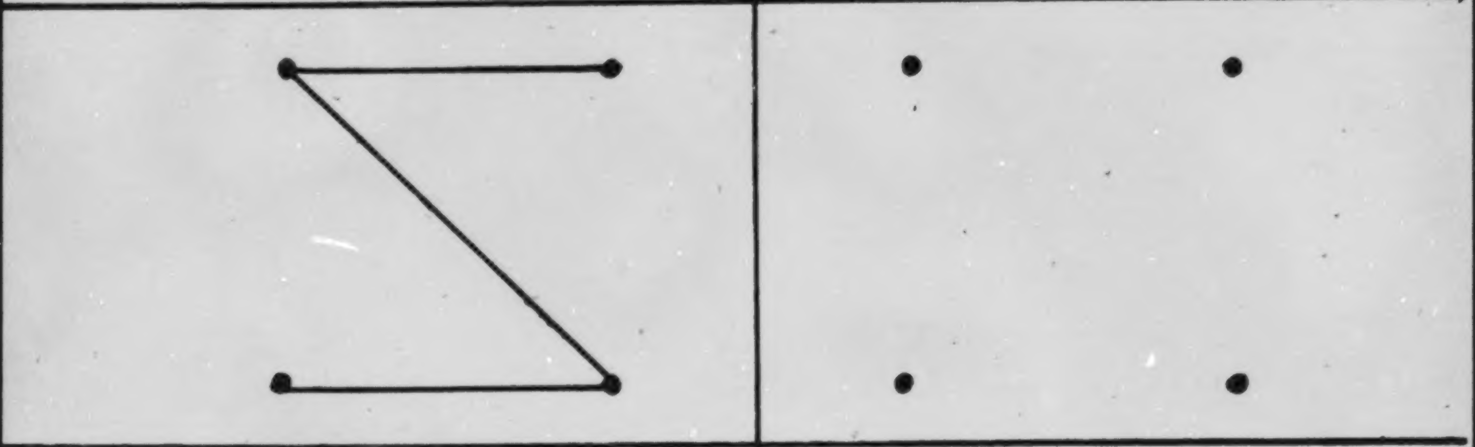
Follow-up Activities:

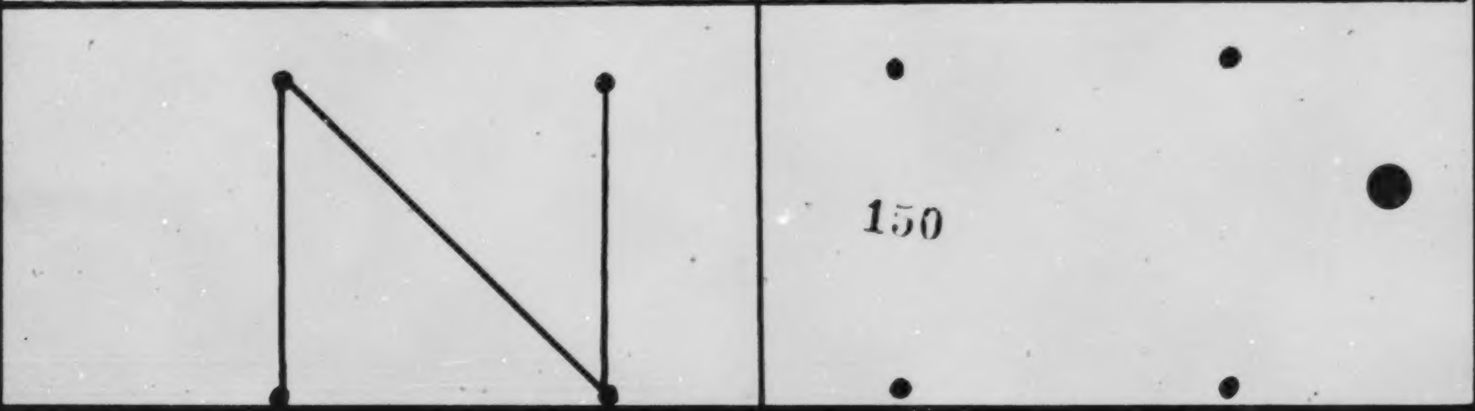
4-E-4A

Make the same dot pattern on the right as is on the left.

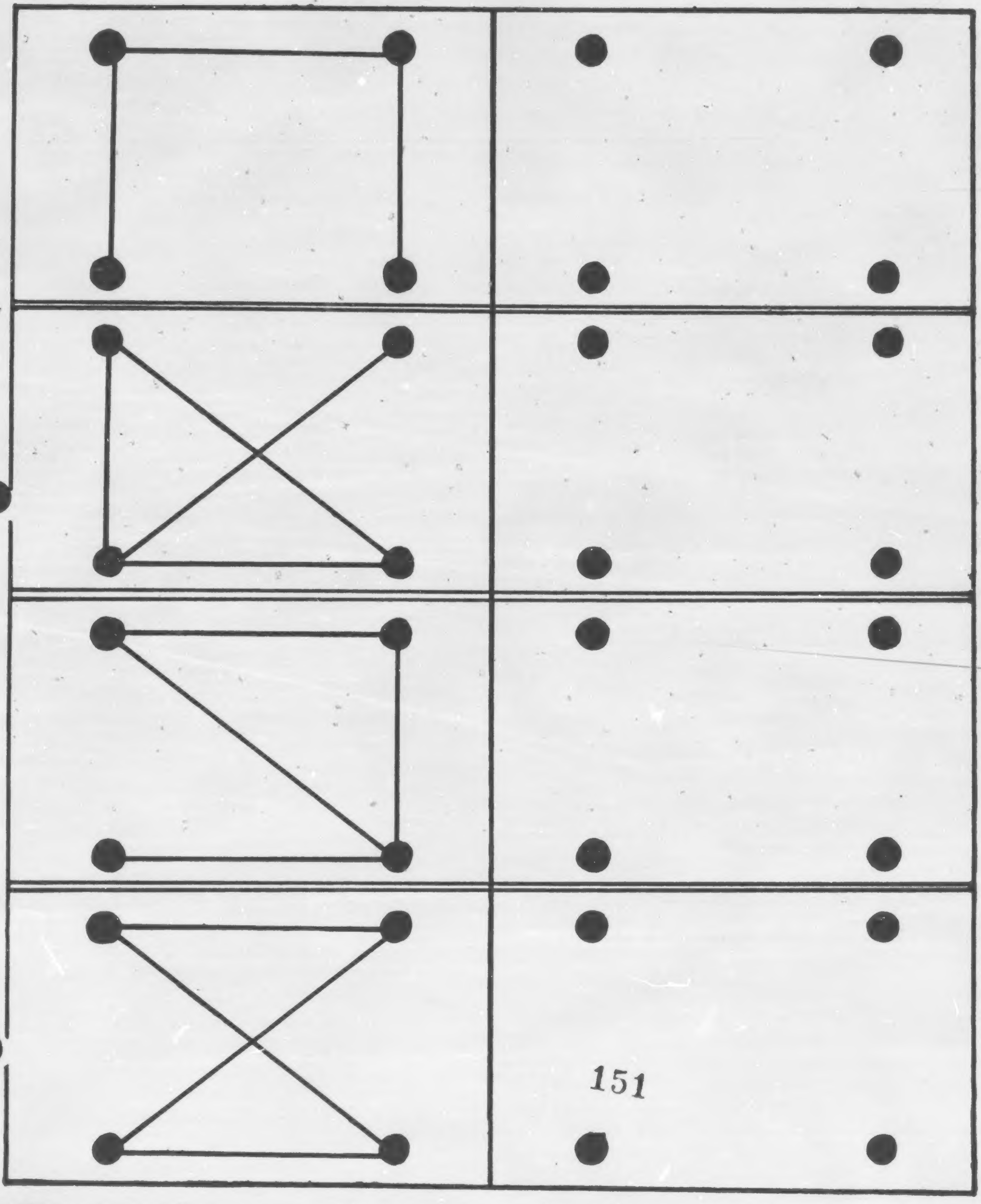








Make the same dot pattern on the right as is on the left.



Objective:

The child will correctly reproduce a triangle when asked to do so.

Activity:

Work with chalk and chalkboard. Demonstrate and say: "Slant down, stop; across, stop; slant up, close. Give the child many practice opportunities, and if necessary allow child to work with templates until he/she is skillful enough to work without them.

Criterion:

The child will correctly reproduce the triangle.

Room/Pupil Arrangement:

Whole or small group

Materials/Equipment Needed:

Paper
Chalk
Chalkboards
Crayons
Pencil

Follow-up Activities:

Use crayon and paper
Use pencil and paper
Trace in sand

Objective:

The child will correctly reproduce the circle when asked to do so.

Activity:

(Improving Motor Skills exercise) Use chalkboard and chalk.

Circle: Demonstrate. Start at the top and use a counter-clockwise direction. Give many opportunities for practice. For a child having difficulty, allow him/her to scribble experimentally and permit him/her to trace around templates.

Criterion:

The child will correctly reproduce the circle

Room/Pupil Arrangement:

Whole or small group

Materials/Equipment Needed:

Paper, chalk, chalkboard, paper, crayons, pencil, templates

Improving Motor Skills lesson

Follow-up Activities:

Use crayon and paper

Use pencil and paper

Trace in cornmeal or sand

Objective:

The child will correctly reproduce the square.

Activity:

Work with chalkboards and chalk. Direct the child as follows: Demonstrate and say: "Go down, stop; across, stop; up, stop; across, close. Give the child many practice opportunities and if necessary allow him/her to work with templates until he/she is skillful enough to work without them.

Criterion:

The child will correctly reproduce the square

Room/Pupil Arrangement:

Whole or small groups

Materials/Equipment Needed:

Paper, chalk, chalkboard, crayons, pencil, template

Follow-up Activities:

Use crayon and paper

Use pencil and paper

Trace in cornmeal or sand

Objective:

The child will correctly reproduce a rectangle

Activity:

Discuss difference between square and rectangle. Use chalkboards and chalk. Demonstrate and say: "Go down, stop; across, stop; up, stop; across, close." Give the child many practice opportunities, and if necessary, allow him/her to work with templates until he/she is skillful enough to work without them.

Criterion:

The child will correctly reproduce a rectangle when asked.

Room/Pupil Arrangement:

Whole or small group

Materials/Equipment Needed:

Paper, chalk, chalkboard, crayons, pencils, templates.

Follow-up Activities:

Use crayon and paper

Use pencil and paper

Trace in cornmeal or sand

Objective:

The child will draw a circle, rectangle, square, and triangle approximately the size of the given model.

Activity:

Demonstrate. Encourage the child to make circle large and round on chalkboard. Start at the top and use a counter clockwise direction. Give many opportunities for practice.

Demonstrate the rectangle. Say "Go down, stop; across, stop; up, stop; across, close."

Demonstrate the square. Say "Go down, stop; across, stop; up, stop; across, close."

Demonstrate the triangle. Say "Start, down, stop; across, stop; across, stop; slant up, close."

Criterion:

The child will draw a (1) circle, (2) rectangle, (3) square, and (4) triangle approximately the size of the given model when asked to do so on three different occasions.

Room/Pupil Arrangement:

Whole or small groups

Materials/Equipment Needed:

Chalk, chalkboard

Follow-up Activities:

Use paper and crayon
Cut and paste shapes
Paint shapes
Trace from stencils
Trace over forms

Objective:

The child will cut on a simple straight line with scissors when asked to do so.

Activity:

Demonstrate the proper way to hold scissors in hand and how to hold them at the proper angle to the paper. Be sure that each child does have the scissors held properly. Provide many opportunities for him/her to cut along a straight line. This can be incorporated into daily art activities until the child demonstrates mastery of the skill.

Criterion:

The child will cut on a simplet straight line with scissors when asked to do so on each of three separate occasions.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Piece of paper with a straight line drawn down the center
Scissors, right and left hand

Follow-up Activities:

4-H-1

Objective:

The child will correctly trace the dotted lines on large size upper case and lower case (A and a) continuing with the other letters of the alphabet, staying on lines when asked to do so.

Activity:

Give the child a sheet of dotted letters (large size) and have him/her trace on the dotted lines. Demonstrate the proper directions and order of lines to be made until the child can work independently. Allow the child sufficient practice opportunities to master this skill. If the child needs further help, he/she might be permitted time for experimental scribbling and directed work individually. When the child is able to trace on dotted lines, he/she can work in the teacher-made alphabet book with careful supervision.

Criterion:

The child will correctly trace the dotted lines on large size upper case and lower case (A and a) and continue with the other letters of the alphabet staying on lines when asked to do so on three occasions.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Pencils

Worksheets with dotted letters to trace

Follow-up Activities:

Continue through remaining letters

Objective:

The child will correctly write an upper and lower case letter and continue with the other letters of the alphabet when asked to do so.

Activity:

The child will be given primary manuscript paper with a model letter at the left edge of each set of lines. Supervise the child to be certain that he/she is using correct procedures in forming the letters. Allow sufficient practice time for perfecting this activity. Rewards and encouragement are essential to some children in maintaining interest in the tasks.

Criterion:

The child will write correctly an upper and lower case letter (A and a) and continue with the other letters of the alphabet when asked to do so on three separate occasions.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Primary manuscript paper

Primary pencils

Follow-up Activities:

Objective:

The child will correctly write an upper and lower case (A and a) and the other letters of the alphabet when asked to do so.

Activity:

The child will be given a book with blank lines to make the letters indicated on the page. When he/she finishes the book, he/she will have made an alphabet book of his/her own. Allow sufficient practice on each letter before he/she makes a page in the book. This activity is a high interest activity for most of the children.

Criterion:

The child will correctly write an upper and lower (A and a) and the other letters of the alphabet when asked to do so, completing the booklet page accurately.

Room/Pupil Arrangement:

Whole group with children working at their won individual paces.

Materials/Equipment Needed:

Teacher made letter book

Pencils, practice paper

Follow-up Activities:

Objective:

The child will correctly write the alphabet both capital and lower case letters in alphabetical order when asked to do so.

Activity:

The child will be given a lined penmanship paper and be instructed to write the letters of the alphabet in alphabetical order.

Criterion:

The child will write the letters of the alphabet correctly in alphabetical order.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Primary paper

Primary pencil

Follow-up Activities:

Objective:

The child will trace his/her name in yarn correctly when asked to do so.

Activity:

The child will be given a tag board rectangle with his/her name written on it in manuscript letters. He/she will be asked to paste yarn on letters to form his/her name.

Criterion:

The child will trace his/her name in yarn correctly when asked to do so on one occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Tag board with each child's name

Yarn

Paste

Scissors

Follow-up Activities:

Use color markers to trace name

Trace name in cornmeal

Objective:

The child will trace his/her first name correctly on dotted lines when asked to do so.

Activity:

Give the child a penmanship lined sheet with his name dotted on it. Direct the child in tracing it with careful supervision in the proper letter formation. Give the child ample practice opportunity in achieving this goal.

Criterion:

The child will correctly trace his/her first name on dotted lines when asked to do so on three separate occasions.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Primary manuscript paper

Primary pencil

Follow-up Activities:

Objective

The child will correctly reproduce his/her name from a model when asked to do so.

Activity:

Have the child reproduce his/her first name when given a lined penmanship paper with his/her name written on it as a pattern. Give the child sufficient opportunity to practice with this task.

Criterion:

The child will correctly reproduce his/her name from a model when asked to do so on three separate occasions.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Primary manuscript paper

Primary pencil

Follow-up Activities:

Objective:

The child will write correctly (in manuscript) his/her first name when asked to do so.

Activity:

The child should be given penmanship lined paper and supervised as he/she practices writing his/her first name to be sure that he/she is forming letters correctly and that he/she is spelling his/her name correctly. He/she needs to be given sufficient opportunity to practice writing his/her first name.

Criterion:

The child will write his/her first name correctly when asked to do so once each of three separate occasions.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Primary manuscript paper

Primary pencil

Follow-up Activities:

Objective:

The child will trace the numeral 1 on dotted lines correctly on penmanship paper when asked to do so.

Activity:

The child will be given penmanship paper with the numeral 1 dotted on it. He/she will trace these carefully until he/she is able to do this task correctly.

Criterion:

The child will trace the numeral 1 on dotted lines on penmanship paper correctly when asked to do so on three seperate occasions.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Primary manuscript paper

Primary pencil

Follow-up Activities:

Objective:

The child will write the numeral 1 correctly without a model when asked to do so.

Activity:

The child will practice on lined paper making the numeral 1. He/she should be supervised to be sure that he/she is making the mark from top to bottom and that he/she is spacing neatly.

Criterion:

The child will write the numeral 1 correctly without a model when asked to do so on two occasions.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Primary manuscript paper

Primary pencil

Follow-up Activities:

Objective:

The child will trace the numerals 2 - 9 on worksheets with dotted numerals when asked to do so.

Activity:

Have the children trace the numerals giving adequate supervision to ensure that numerals are made in the correct way. Give plenty of opportunity for practice.

The attached rhymes may help the children to form the numerals if they repeat them as they write.

Criterion:

The child will trace the numerals 2 - 9 correctly on a work sheet with dotted numerals when asked to do so successfully on three consecutive days.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Manuscript paper

Pencil

Worksheet 4 J 3A

Follow-up Activities:

NUMERAL RHYME

2 Pretend you are a train. As you write say: "Around the track and back Two! two! two!

3 Pretend you are a bee. As you write say: "Around the tree and around the tree. Now I've made a 3."

4 "Down and over and down once more, now I've made a 4."

5 Say: "Fat young 5 goes down and around - Put a flag on top and see what I've found."

6 Say: "A stick and a loop - Six rolls the hoop."

7 Say: "Across the sky and down from heaven - Now I've made a 7."

8 Say: "Make an S and close the gate (8), now I've made an 8."

9 Say: "Make a balloon and put it on a line, now I"ve made a 9."

Objective:

The child will write the numerals 1 - 10 correctly without tracing when asked to do so.

Activity:

Practice writing the numerals making a line of each under careful supervision for accuracy. Help the child who has difficulty. If a child experiences great difficulty, additional readiness activities whould be indicated. Sufficient practice is essential in this task. Reward efforts with stickers or happy faces to encourage the child.

Criterion:

The child will write the numerals 1 - 10 correctly without tracing when asked to do so once on three separate days.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Primary manuscript paper

Primary pencil

Rewards

Follow-up Activities:

Objective:

The child will write the numerals 11 - 20 correctly when asked to do so.

Activity:

Say the numerals as you write them. Demonstrate each numeral as the children write them. Supervise carefully for accuracy and spacing of the numerals. Provide sufficient practice and further readiness activities if a child seems to need it.

Criterion:

The child will write the numerals 11 - 20 correctly when asked to do so once on three separate days.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Primary manuscript paper

Primary pencils

Follow-up Activities:

4-J-6

Objective:

The child will write the numerals 1 - 20 correctly when asked to do so.

Activity:

Allow child to practice this task with supervision for accuracy. Provide sufficient opportunity for practice and assistance.

Criterion:

The child will write the numerals 1 - 20 correctly when asked to do so on three consecutive days.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Primary manuscript paper

Primary pencil

Follow-up Activities:

Use chalkboards

Use crayon and large paper

Objective:

The child will copy a word correctly on a line from a model when asked to do so. Upper case letters extend above the center line. Lower case letters will touch the center line.

Activity:

Use standard primary paper and use any word relevant to the child's experience. Make a model on the paper for the child to copy. Supervise work carefully to be sure that letters are formed correctly. Provide sufficient time for the child to practice this skill.

Criterion:

The child will copy a word correctly on a line from a model when asked to do so, being sure upper case letters extend above the center line and lower case letters only touch the center line, on three separate occasions when asked to do so.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Primary manuscript paper

Primary pencils

Follow-up Activities:

Objective:

The child will copy correctly each word of a five word sentence on a line with a 1/8" space between letters, two finger spaces between each word with proper placement on lines when asked to do so.

Activity:

The child will copy a five word sentence relevant to his/her experience. He/she will practice spacing letters and words properly. He/she needs to be sure upper case letters extend above the center line and lower case letters only touch the center line. Reward efforts with a "Happy Face" or sticker to add interest and enhance self concept. Give sufficient practice time and supervision to ensure satisfactory accomplishment of the task.

Criterion:

The child will copy correctly a five word sentence properly spaced on the line when asked to do so each day for three days consecutively.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Primary manuscript paper
Primary pencils
Rewards

Follow-up Activities:

Strand 5:

EMOTIONAL DEVELOPMENT

A. Control emotions

B. Aware of feelings

C. Cope with fears

D. Cope with peer relationships

E. Build friendships

F. Learn sportsmanship

G. Learn sharing

H. Demonstrate positive self-image

I. Know right from wrong

J. Attend to personal needs

Objective:

The child will demonstrate that he/she controls his/her emotions in an adequate manner in keeping with his/her developmental level when he/she is observed in action.

Activity:

Free play and individual choice of activity time offers an excellent opportunity for the child to grow in self control as he/she interacts with others. Encourage the child to participate in play with other children. Read in the group a story from DUSO Kit.

Criterion:

When observed and checked in action, the child will demonstrate that he/she controls his/her emotions in an adequate manner in keeping with his/her developmental level and will show an improvement in emotional control as measured at intervals.

Room/Pupil Arrangement:

Informal

Materials/Equipment Needed:

DUSO

Follow-up Activities:

Objective:

The child will demonstrate that he/she controls his/her emotions in an adequate manner in keeping with his/her developmental level when he/she is observed in action.

Activity:

Group activities in class situations and procedures produce a climate to encourage sharing turns and attention. Read the appropriate story from DUSO Kit relating to sharing. Discuss with the group ways to share turns and attention in their own classroom. Involve them in the thinking experience so it will be meaningful.

Criterion:

When observed and checked in action, the child will demonstrate that he/she controls his/her emotions in an adequate manner in keeping with his/her developmental level and will show an improvement in emotional control as measured at intervals.

Room/Pupil Arrangement:

Informal group

Materials/Equipment Needed:

DUSO Kit

Follow-up Activities:

Objective:

The child will demonstrate that he/she controls his/her emotions in an adequate manner in keeping with his/her developmental level when he/she is observed in action.

Activity:

Help the child to accomplish a task without emotional upset over difficult details to help strengthen control. Reassure children and help them to work confidently without pressure. Help individuals through group discussions and use of appropriate DUSO materials.

Criterion:

When observed and checked in action, the child will demonstrate that he/she controls his/her emotions in an adequate manner in keeping with his/her developmental level and will show an improvement in emotional control as measured at intervals.

Room/Pupil Arrangement:

Informal group

Materials/Equipment Needed:

DUSO Kit

Follow-up Activities:

Objective:

The child will demonstrate that he is aware of the feelings of self and others in keeping with his/her developmental level when observed in action.

Activity:

Free play and individual choice of activity time offers an excellent opportunity for the child to develop an awareness of the feelings of others as well as himself/herself as he/she shares equipment and attention of others. Group discussions involving good ways to have a happy time with others, and how other people feel in play situations allow children an opportunity to create and internalize concepts. Use appropriate DUSO material for a beginning point in discussions.

Criterion:

When observed and checked in action, at intervals of six weeks, the child will demonstrate that he is aware of his feelings and the feelings of others in a adequate manner with an improvement in behavior shown.

Room/Pupil Arrangement:

Informal grouping

Materials/Equipment Needed:

DUSO Kit

Follow-up Activities:

Objective:

The child will demonstrate that he/she is aware of the feelings of himself/herself and others in keeping with his/her developmental level when observed in action.

Activity:

Help child accomplish individual tasks to help build positive feelings. Encourage each child to do his/her best while avoiding frustration levels. Use group discussion with the appropriate DUSO stories.

Criterion:

When observed and checked in action at intervals of six weeks, the child will demonstrate that he/she is aware of his/her feelings and the feelings of others in an adequate manner with an improvement in behavior shown.

Room/Pupil Arrangement:

Informal group

Materials/Equipment Needed:

DUSO Kit

Follow-up Activities:

Objective:

The child will demonstrate that he/she can cope with his/her fears in an acceptable manner for his/her developmental level when he/she is observed in action.

Activity:

Provide an opportunity for the child to have responsibility in the classroom so he/she will feel at ease and secure in school. Build an atmosphere of security in the room. Group discussions will help children overcome fears. Read stories which show how other children overcome fears. DUSO stories deal with fears. Read and discuss the appropriate stories.

Criterion:

When being observed and checked in action at intervals of six weeks, the child will demonstrate that, in keeping with his/her developmental level, he/she is overcoming his/her fears of a new situations and being with new people.

Room/Pupil Arrangement:

Informal groups

Materials/Equipment Needed:

DUSO Kit

Follow-up Activities:

Objective:

The child will demonstrate that he/she can cope with peer relationships in an acceptable manner for his/her developmental level when he/she is observed in action.

Activity:

Interaction during free activities and play time is essential to the development of peer relationships as they play and plan activities together. Use the appropriate stories from the DUSO Kit relating to peer relationships. Group discussions will help children develop attitudes and understandings and to internalize ideas.

Criterion:

When observed and checked in action at intervals of six weeks, the child will demonstrate that, in keeping with his/her developmental level, he/she is building positive peer relationships.

Room/Pupil Arrangement:

Informal or group listening circles

Materials/Equipment Needed:

DUSO Kits

Follow-up Activities:

Objective:

The child will demonstrate that he/she can cope with peer relationships in an acceptable manner for his/her developmental level when he is observed in action.

Activity:

Helping each other with individual tasks is helpful in building good relationships. Plan an activity as a group activity. Allow and encourage each child to verbalize at least once. Work out the final plans together.

Criterion:

When observed and checked in action at intervals of six weeks, the child will demonstrate that, in keeping with his/her development level, he/she is building positive peer relationships.

Room/Pupil Arrangement:

Informal or group listening circles

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will demonstrate that he/she can cope with peer relationships in an acceptable manner for his/her developmental level when he is observed in action.

Activity:

Use a creative drama session and role playing activities. Set up pretend situations to be solved and allow children to plan and role play the situations.

Criterion:

When observed and checked in action at intervals of six weeks, the child will demonstrate that, in keeping with his development level, he/she is building positive peer relationships.

Room/Pupil Arrangement:

Informal or group listening circles and in small groups of 2-4 children for problem solving by role playing.

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will demonstrate that he/she is building friendships in keeping with his/her developmental level when he/she is observed in activity.

Activity:

Free play and individual choice activity time provides a good opportunity for friendship to grow or to be initiated. Encourage all children to participate by offering choices until everyone becomes involved. Use DUSO Kit story appropriate to friendship.

Criterion:

When observed and checked in action, the child will demonstrate that, in keeping with his/her developmental level, he/she is building friendships.

Room/Pupil Arrangement:

Listening circle

Materials/Equipment Needed:

DUSO Kit

Follow-up Activities:

Objective:

The child will demonstrate that he/she is building friendships in keeping with his/her developmental level when he/she is observed in activity.

Activity:

Use group conversation relating to friendships to help them explore friendships. Use an appropriate story on friendship from the DUSO Kit to generate discussion. Help children internalize the feelings of friendship as they are discussed.

Criterion:

When observed and checked in action, the child will demonstrate that, in keeping with his/her developmental level, he/she is building friendships.

Room/Pupil Arrangement:

Listening circle

Materials/Equipment Needed:

DUSO Kit

Follow-up Activities:

Objective:

The child will demonstrate that he/she performs in a sportsmanlike manner, according to his/her developmental level, when he/she is observed in action.

Activity:

Free play and individual choice activity time provide an excellent opportunity for children to develop good sportsmanship and to appreciate the values of sportsmanlike behavior. Encourage children to participate and be sportsmanlike in directed Physical education activities. Use a DUSO Kit story to generate thinking and discussion in the group.

Criterion:

When observed and checked in action, the child will demonstrate that, in keeping with his/her developmental level, he/she is making progress in developing sportsmanship in interaction with his peers.

Room/Pupil Arrangement:

Listening circles

Free play

Materials/Equipment Needed:

DUSO Kit

Follow-up Activities:

Objective:

The child will demonstrate that he/she performs in a sportsmanlike manner, according to his/her developmental level, when he/she is observed in action.

Activity:

Group games present an excellent opportunity for teaching good sportsmanship, where its values are readily apparent. Play a game in which sportsmanship is necessary. Reward positively each sportsmanlike action so that all participants are aware of the positive aspect of the reward.

Criterion:

When observed and checked in action, the child will demonstrate that, in keeping with his/her developmental level, he/she is making progress in developing sportsmanship in interaction with his/her peers.

Room/Pupil Arrangement:

Game circles or relay formation

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will demonstrate that he/she is sharing with others in increased frequency, according to his/her developmental level, when he/she is observed in action.

Activity:

Free play and individual choice activity times provide an excellent time to learn to share materials, time and the attention of others. Choose an appropriate time to call attention to positive sharing-reward with praise and approval that is sincerely deserved. Help children find an opportunity to share.

Criterion:

When observed and checked in action, the child will demonstrate that in keeping with his/her developmental level, he/she is making growth in developing sharing skills in interaction with his/her peers.

Room/Pupil Arrangement:

Play area or game circle

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will demonstrate that he/she is sharing with others in increased frequency, according to his/her developmental level, when he/she is observed in action.

Activity:

Select from the DUSO Kit a story which emphasizes the values of sharing and follow the story with a group discussion which will help the child feel empathy for sharing.

Criterion:

When observed and checked in action, the child will demonstrate that in keeping with his/her developmental level, he/she is making growth in developing sharing skills in interaction with his/her peers.

Room/Pupil Arrangement:

Listening circle

Materials/Equipment Needed:

DUSO Kit

Follow-up Activities:

Objective:

The child will demonstrate that he/she has a positive self-image in accordance with his/her developmental level when observed in action.

Activity:

Plan an activity for each child in which he/she can succeed and take pride. Have child show his/her work to the class or to someone who will praise it in a positive manner - this may be an art project, a story, or a creative drama project.

Criterion:

When observed and checked in action, the child will demonstrate that in keeping with his/her developmental level, he/she is making growth in building his/her self-image.

Room/Pupil Arrangement:

Informal groups for preparing the activity and sharing it.

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will demonstrate that he/she has a self-image in accordance with his/her developmental level when observed in action.

Activity:

Conversation time, including adults and children, is an excellent opportunity to build self-image with a sensitive adult guiding the conversation. Have the child draw an original picture. The teacher may base the conversation on the child's drawing, building confidence and self-image.

Criterion:

When observed and checked in action, the child will demonstrate that in keeping with his/her developmental level, he/she is making growth in building his/her self-image.

Room/Pupil Arrangement:

Individual conversations with the teacher

Materials/Equipment Needed:

Drawing paper

Colors

Follow-up Activities:

Objective:

The child will demonstrate that he/she has a positive self-image in accordance with his/her developmental level when observed in action.

Activity:

Select a story from DUSO Kit which is appropriate to building self-image. From this beginning point a group discussion can be used or role playing can be based on the story.

Criterion:

When observed and checked in action, the child will demonstrate that in keeping with his/her developmental level, he/she is making growth in building his/her self-image.

Room/Pupil Arrangement:

Informal discussion circles

Materials/Equipment Needed:

DUSO Kit

Follow-up Activities:

Objective:

The child will show measurable growth and demonstrate that he/she knows the right response as opposed to the wrong one when observed in action or when questioned.

Activity:

A group discussion based on Willie-the-Wisher or another open ended story can be sued to help the children deduct for themselves ways to choose right as opposed from wrong.

Criterion:

When observed in action and checked, the child will demonstrate that, in keeping with his/her developmental level, he/she is making growth in his/her choice of the correct responses.

Room/Pupil Arrangement:

Listening circle

Materials/Equipment Needed:

Willie the Wisher or similar story

Follow-up Activities:

Objective:

The child will show measurable growth and demonstrate that he/she knows the right response as opposed to the wrong one when observed in action or when questioned.

Activity:

Set up role playing situation for the child to solve a right opposed to a wrong solution. Give each child a chance to participate in the role playing.

Criterion:

When observed in action and checked, the child will demonstrate that, in keeping with his/her developmental level, he/she is making growth in his/her choice of the right response.

Room/Pupil Arrangement:

Listening circle and small groups

Materials/Equipment Needed:

Prepare a list of situations appropriate to the role playing activities.

Follow-up Activities:

Objective:

The child will show measurable growth and demonstrate that he/she knows the right response as opposed to the wrong one when observed in action or when questioned.

Activity:

Select a lesson from the DUSO Kit which provides strong presentations of right and wrong. Read the story and discuss and internalize the concepts of right and wrong.

Criterion:

When observed in action and checked, the child will demonstrate that, in keeping with his/her developmental level, he/she is making growth in his choice of the right response.

Room/Pupil Arrangement:

Listening circle

Materials/Equipment Needed:

DUSO Kit

Follow-up Activities:

Objective:

The child will demonstrate measurable growth when observed and checked that are in keeping with his/her developmental level, he/she immediately attends to his personal needs when the situation requires it. (Bathroom needs, hand and nose care.)

Activity:

Planning in a group for the way to handle bathroom needs is effective in helping the child to a more reassured behavior. Set up the group and walk them in a appropriate manner to the bathrooms. Explain the proper usage of equipment and behaviors expected. Stress need for individual responsibilility.

Criterion:

When observed and checked, the child will demonstrate measurable growth, in keeping with his/her developmental level, in his/her attention to the aforementioned personal needs.

Room/Pupil Arrangement:

One group divided into two groups for activity

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will demonstrate measurable growth when observed and checked that are in keeping with his/her developmental level, he/she independently attends to his/her personal needs when the situation requires it. (bathroom needs, hand and nose care.)

Activity:

Stress personal care at the time of art activities and snack time, thus providing opportunities for independent hand washing.

Criterion:

When observed and checked, the child will demonstrate measurable growth, in keeping with his/her developmental level, in his/her attention to aforementioned personal needs.

Room/Pupil Arrangement:

Individual small group

As appropriate for related activities.

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will demonstrate measurable growth when observed and checked that are in keeping with his/her developmental level, he/she independently attends to his/her personal needs when the situation requires it. (bathroom needs, hand and nose care.)

Activity:

Invite the health nurse or aide in to discuss person hygiene needs emphasizing responsible and independent cleanliness habits.

Criterion:

When observed and checked, the child will demonstrate measurable growth, in keeping with his/her developmental level, in his/her attention to aforementioned personal preschool needs.

Room/Pupil Arrangement:

Large groups

Materials/Equipment Needed:

Health nurse or aide appointment arranged in advance.

Follow-up Activities:

Strand 6:

MATHEMATICS

A. Identify shapes
B. Count objects
C. Rote count
D. Identify numerals
E. Match numerals and objects
F. Tell time
G. Identify coins
H. Compare value of coins
I. Compute simple addition
J. Compute simple subtraction

Objective:

The child will recognize and name the four shapes, (circle, square, triangle, and rectangle) when asked to do so.

Activity:

Tell the story "The Three Shapes" Lesson #13 from Peabody K-level Language Development Kits. Use the magnetic shapes as indicated in the story for visual aids. When finished, discuss the story and proceed to activity two. The children in turn, may experiment with the shapes to make pictures and designs. Some suggestions are given so that the child has an idea to expand upon. Be sure to reinforce the names of the shapes as the child handles them.

Criterion:

The child will recognize and name the four shapes (circle, square, triangle and rectangle) when asked to do so on three days.

Room/Pupil Arrangement:

Whole or small group in a circle

Materials/Equipment Needed:

Peabody Language Development Kit - K-level

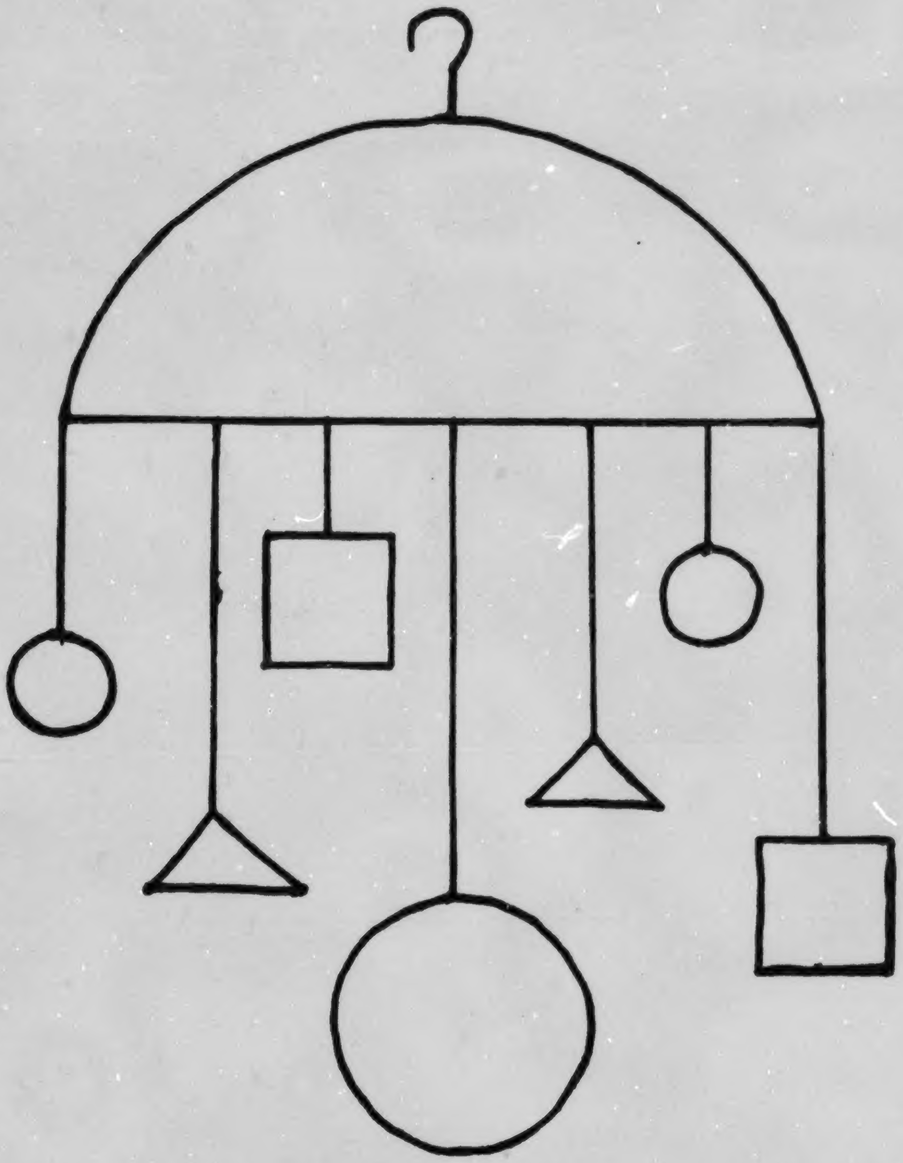
Follow-up Activities:

Suggestion of mobile which can be made by child (6-A-1A)

Make large cardboard shapes and cover with fuzzy materials. Have child close eyes and identify shape by feel.

"Fun With Shapes"

1. Make a coat hanger mobile. Use colorful yarn or string from which to hang triangles, squares and circles of different sizes and shapes made from cardboard or construction paper. Hang it in a place where it can be seen easily.



Objective:

The child will recognize and name the four shapes (circle, square, triangle, and rectangle) when asked to do so.

Activity:

Examples of worksheets which can be used to reinforce the names and recognition of the four shapes are available or can be constructed by the teacher to meet specific individual needs.

Criterion:

The child will recognize and name the four shapes (circle, square, triangle and rectangle) when asked to do so on three consecutive days.

Room/Pupil Arrangement:

Children seated at work tables in appropriate groupings.

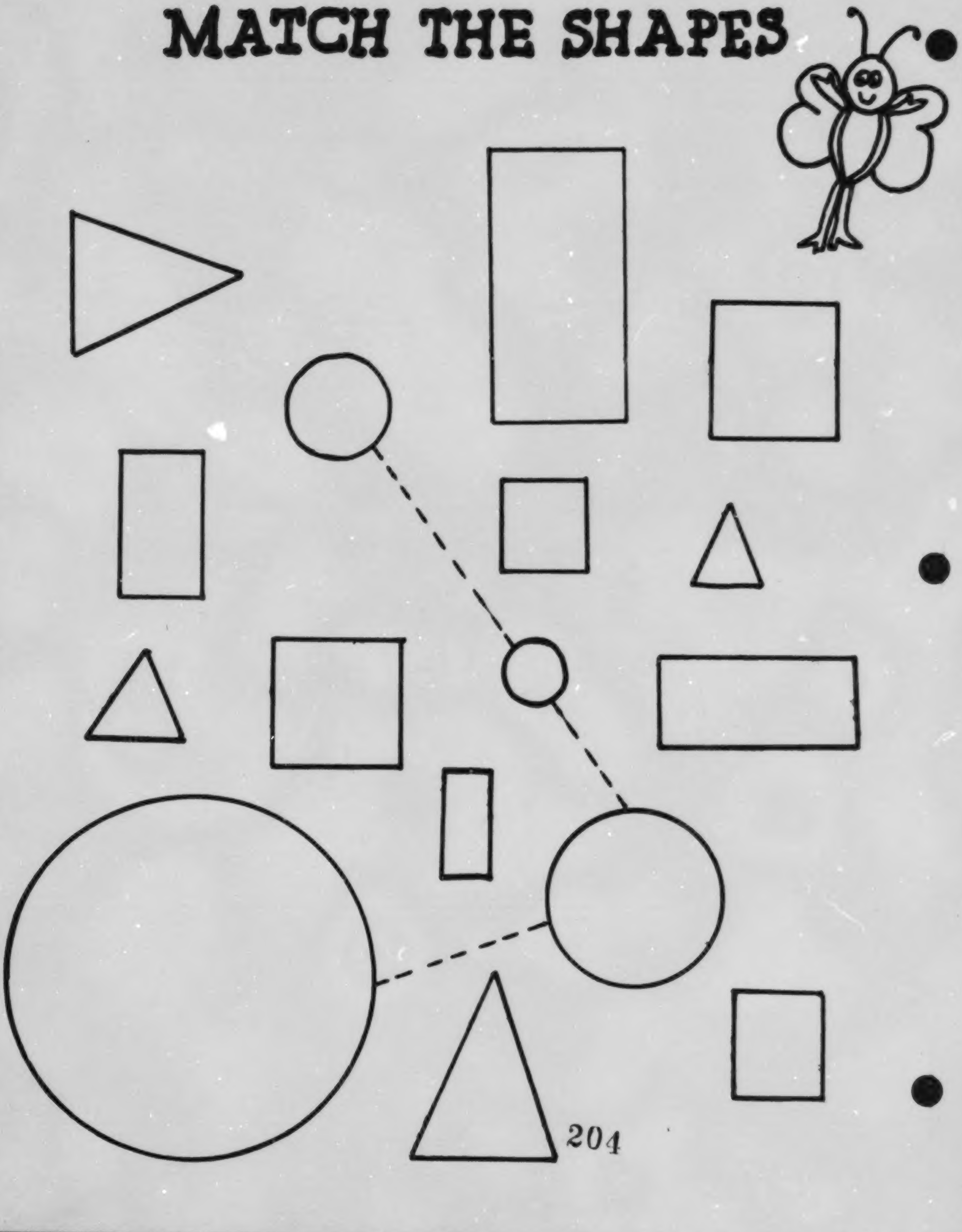
Materials/Equipment Needed:

Example included (6-A-2A)

Follow-up Activities:

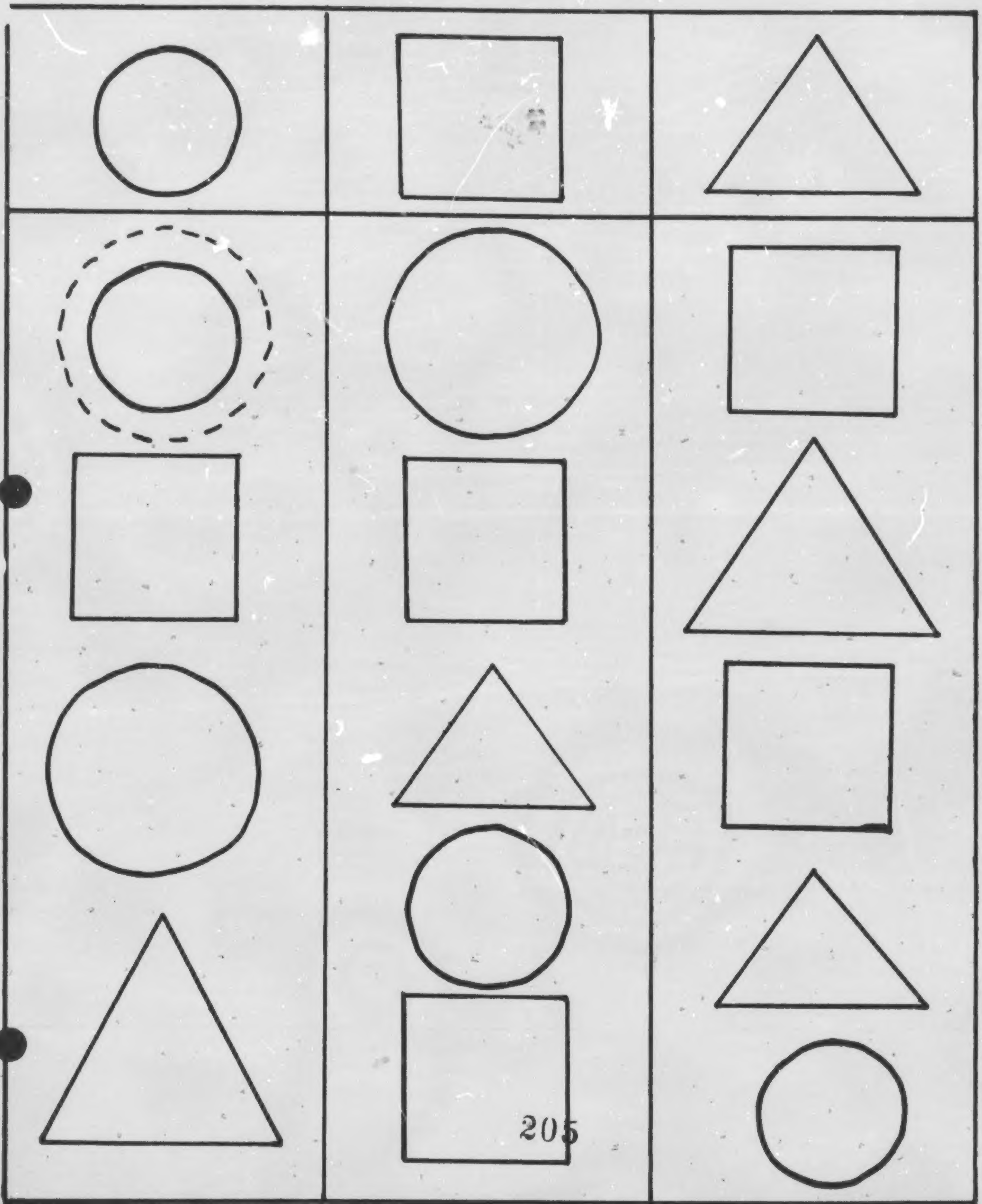
Use the variety of work sheets following.

MATCH THE SHAPES



6-A-2A

Ring the Shapes



Objective:

The child will recognize and name the four shapes (circle, square, triangle and rectangle) when asked to do so.

Activity:

Use the plastic or paper blue strip to represent a brook. Place the stepping stones with shapes in place on the brook. Ask the child to name each shape correctly as he/she steps on it. The goal is to teach the other side safely. When he/she cannot name a shape he/she "falls in' and returns to the beginning side to try again.

Criterion:

The child will recognize and name the four shapes (circle, square, triangle and rectangle) when asked to do so.

Room/Pupil Arrangement:

Children in a group in an open area of room where each can "cross"

Materials/Equipment Needed:

Brook with stepping stones

Follow-up Activities:

Objective:

The child will recognize and name the four shapes (circle, square, triangle, rectangle) when asked to do so.

Activity:

Allow the child to handle manipulative material such as the LAURI set of shapes and the attribute blocks which teach the shapes as well as color and size. As the child works with material the teacher or an aide needs to be constantly reinforcing the names of the shapes.

Criterion:

The child will recognize and name the four shapes (circle, square, triangle, rectangle) when asked to do so three times on separate occasions.

Room/Pupil Arrangement:

Individual child at a quiet table with teacher or aide.

Materials/Equipment Needed:

Any shaped 2 or 3 dimensional blocks representing the required shapes.

Follow-up Activities:

6-A-5

Objective:

The child will be able to identify the four geometric shapes (square, circle, triangle, rectangle) by pointing to the shape and saying its name.

Activity:

Take out the flannel board, the circles, the triangles, the squares and the rectangles. Put a circle on the board, and ask the children if they know what shape it is. Encourage them to say round. Next put up a square and ask the children if the square is the same shape as the circle. After the children respond, point out the four straight sides and the four corners. Point out also that the circle has no straight sides and no corners.

Leave both the circle and the square on the board, and put up a triangle and a rectangle. Ask the children if it is the same shape as the square and triangle. Then point out that a triangle has three straight sides and three corners.

Leave the shapes on the flannel board, and ask one child to come up and point out the square and say the name of the shape "square." Ask another child to point out the triangle. Continue this procedure with all the shapes 2 or 3 times, giving all the children an opportunity to point out a shape and say its name.

Criterion:

The child will identify the four geometric shapes (square, circle, triangle, rectangle) by pointing to the shape and saying its name.

Room/Pupil Arrangement:

Large group or small group. A semi-Circle facing a flannel board is very effective.

Materials/Equipment Needed:

Flannel board and flannel pieces of different sizes and colors.

Follow-up Activities:

6-A-6

Objective:

The child will be able to name the four geometric shapes (square, circle, triangle, rectangle).

Activity:

Two teams of five to ten persons each. Needed: a good-sized rectangle drawn on the floor or large piece of butcher paper or tag board like this:

Any object that can be thrown easily, such as a beanbag, a checker, or a ring top. Two teams are designated. Each player takes a turn pitching and beanbag into the square. As the beanbag falls on a shape, all the players stand, whomever stands first receives the point for their team. A scorekeeper lists the score by team and, at the end of the game, calls out the name of the winning team.

Criterion:

The child will be able to name the shape as it is his turn in the game.

Room/Pupil Arrangement:

Whole group divided into 2 equal teams

Materials/Equipment Needed:

Tag board or butcher paper

Beanbag or other small object that can be tossed

Follow-up Activities:

Objective:

The child will be able to identify the four basic geometric shapes (square, circle, rectangle, triangle).

Activity:

4 shapes - cut out of construction paper or felt

4 beanbags - the shapes are glued to each of the beanbags

This game can be played with 2 teams. The teacher or aide, whoever is playing with the children throws one of the beanbags with a shape to the first person on the team. The child is asked to name the shape on that beanbag. If the child does not know the name, that child will go sit at his/her desk. The beanbag is then thrown to the next person on the opposing team. The team with the most children at the end of the game is the winner.

Criterion:

The child will be able to identify the four basic shapes when it is his/her turn in the game.

Room/Pupil Arrangement:

Whole group divided into two teams

Materials/Equipment Needed:

4 beanbags with the shapes on them or

4 beanbags of the basic shapes

Follow-up Activities:

Objective:

The child will be able to identify the four basic shapes (square, rectangle, circle, triangle).

Activity:

Large construction paper shapes which have been laminated or covered with contact plastic. Make enough shapes - one for each player.

The large shapes are placed on the floor. The children move around the shapes while the music plays. When the music stops, each player quickly steps on a shape. If the player can name the shape he/she is standing on, he/she may continue the game. Anyone who can't misses a turn.

Criterion:

The child will be able to identify each of the shapes he/she lands on during the game.

Room/Pupil Arrangement:

Whole group standing in a large circle

Materials/Equipment Needed:

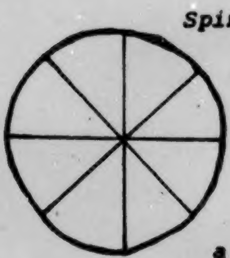
Large laminated shapes in the four basic shapes. One shape is needed for each player in the game.

Follow-up Activities:

Objective:

The child will be able to identify the four basic shapes (square, circle, triangle, rectangle).

Activity:



Spin a Shape - Needed: A large circle divided into 6 or 8 sections with a shape drawn in each section. A spinner may be fastened in the center of the circle or a dice can be used. Four players play this game. The first player spins or throws a dice and names the shape he/she lands on. If the player names the shape, he/she takes an additional turn, if not, he/she waits until his turn comes again.

Criterion:

The child will be able to identify the shapes when it is his turn in the game.

Room/Pupil Arrangement:

Small groups

Materials/Equipment Needed:

Large circle divided into 8 sections with one shape in each section

Spinner (or dice)

Follow-up Activities:

A plastic chip or other reward can be given to the child when he/she answers correctly instead of a second turn in the game. The children can then count how many chips they received when the game is over.

Objective:

The child will be able to identify the four shapes (square, circle, triangle, rectangle).

Activity:

The children are told to find shapes around the school room. Each child in turn points out the shape and says its name. If the shape is identified correctly, the whole class repeats the name. The drill continues until all the class members have had a chance at finding a shape.

Criterion:

The child will be able to identify objects that have the shape of one or more of the four basic shapes.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Follow-up Activities:

A child can describe an object: it has 4 sides, 4 corners, the sides are not equal and you can see through it. The class then tries to guess what the child described.

Objective:

The child will recognize and name the four shapes (circle, square, triangle, rectangle) when asked to do so.

Activity:

Have the child identify and color the shapes as indicated on the worksheets.

Criterion:

The child will identify the four basic shapes.

Room/Pupil Arrangement:

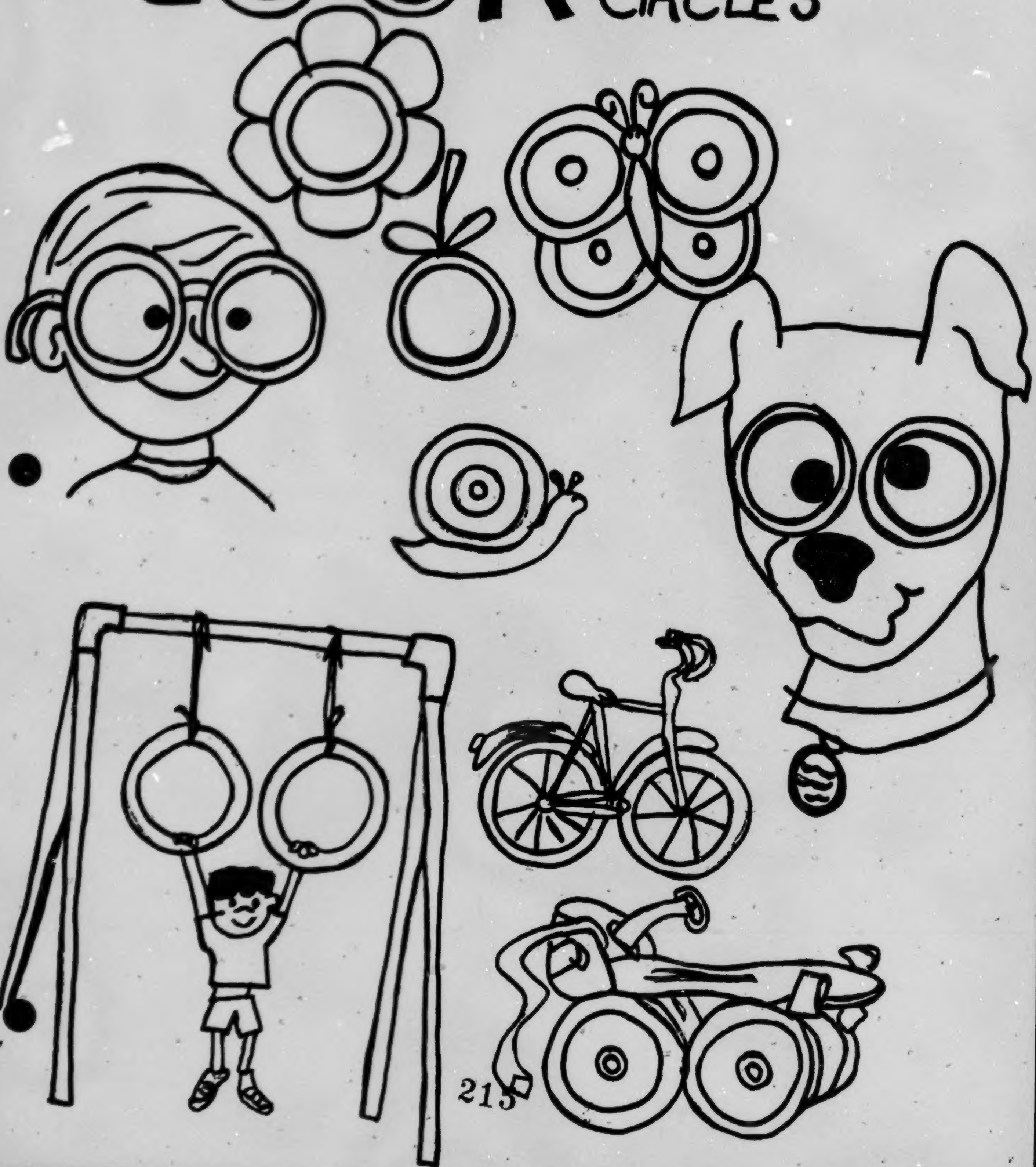
Whole group

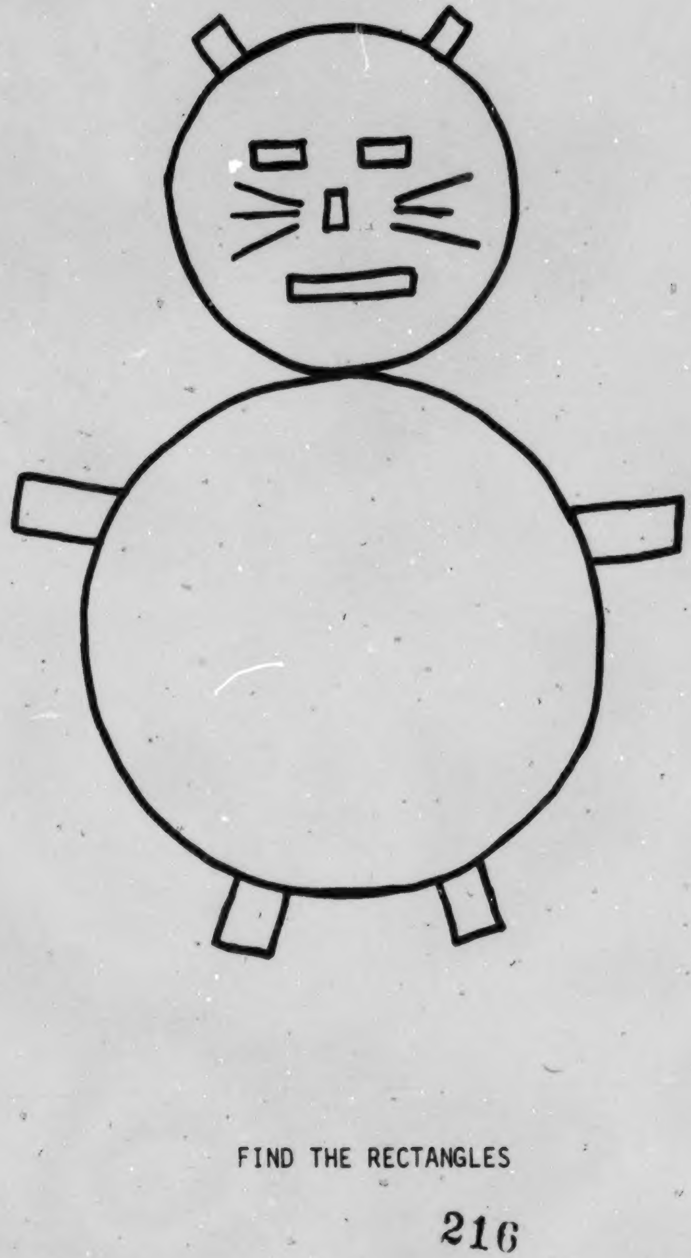
Materials/Equipment Needed:

Attached worksheets (6-A-11A)

Follow-up Activities:

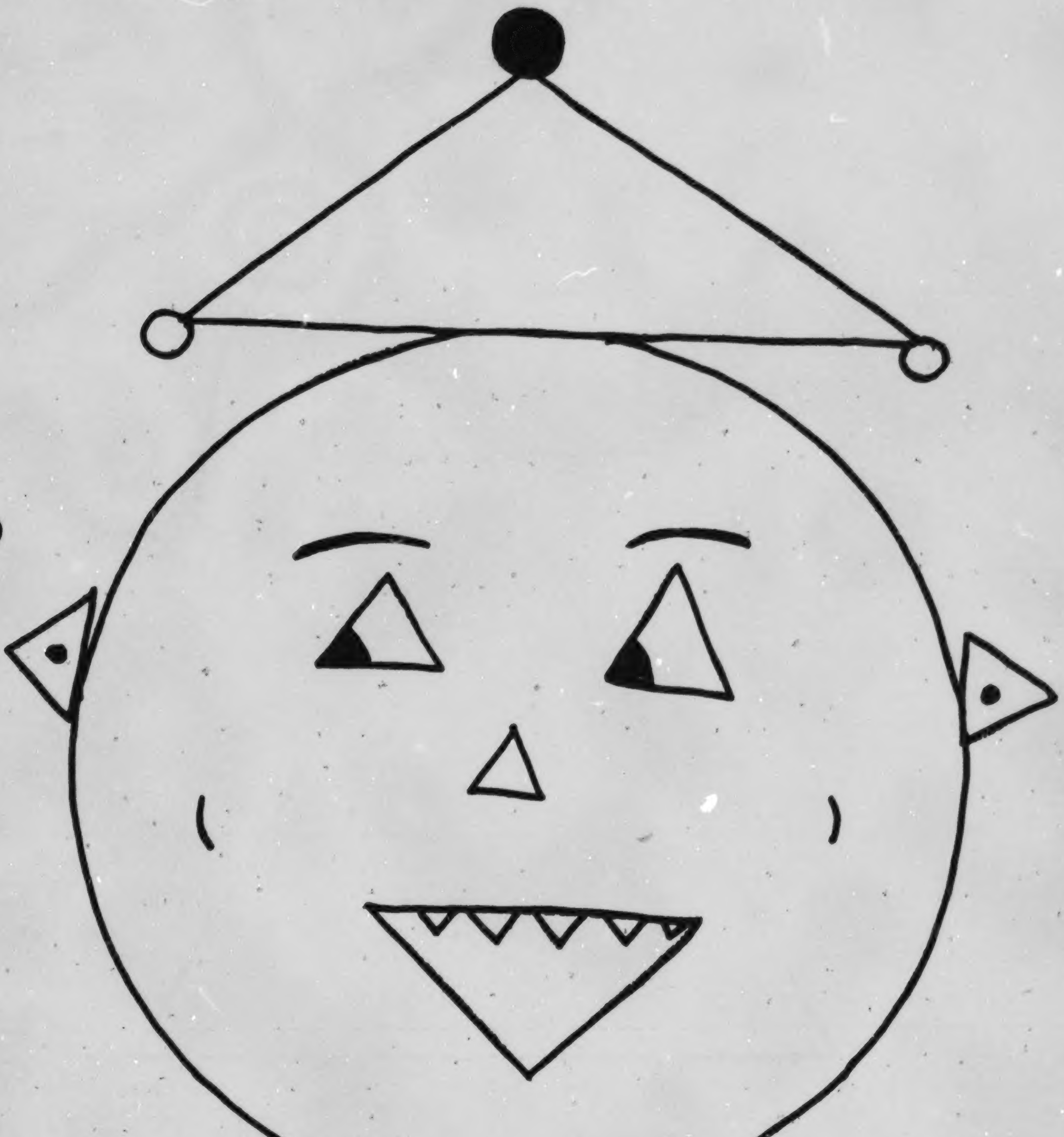
LOOK for the CIRCLES



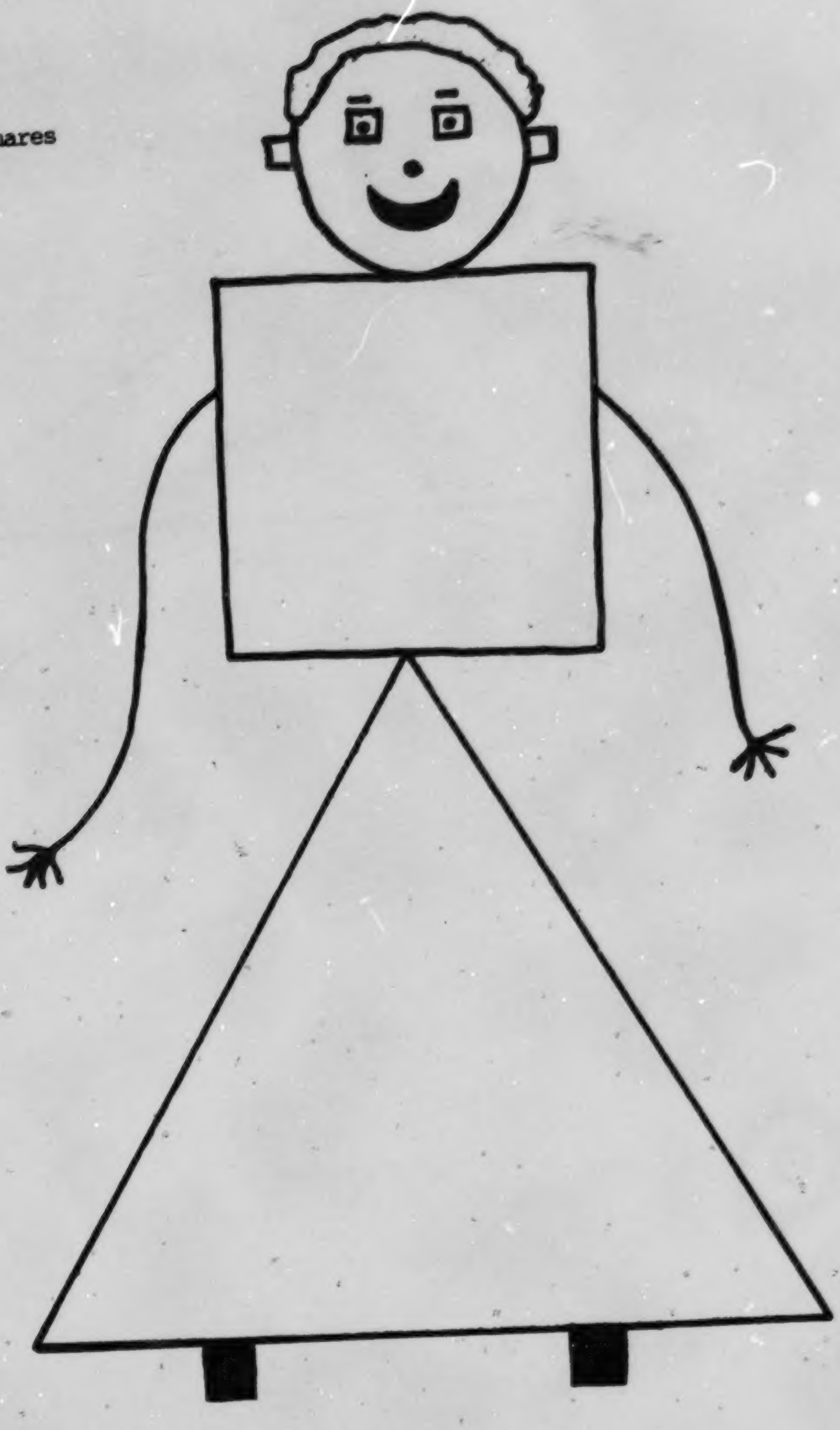


FIND THE RECTANGLES

Find the triangles



Find the squares



Objective:

The child will recognize and name the four shapes (circle, square, triangle, rectangle) when asked.

Activity:

Give the child a number of shapes of various sizes and colors and a large sheet of construction paper. Have child make an original picture using these shapes in his/her own way. As the child works, talk about the shapes and encourage him/her to tell you the name of each.

Criterion:

The child will recognize and name the four shapes (circle, square, triangle, rectangle) when asked to do so three times.

Room/Pupil Arrangement:

Child at work table in appropriate groupings.

Materials/Equipment Needed:

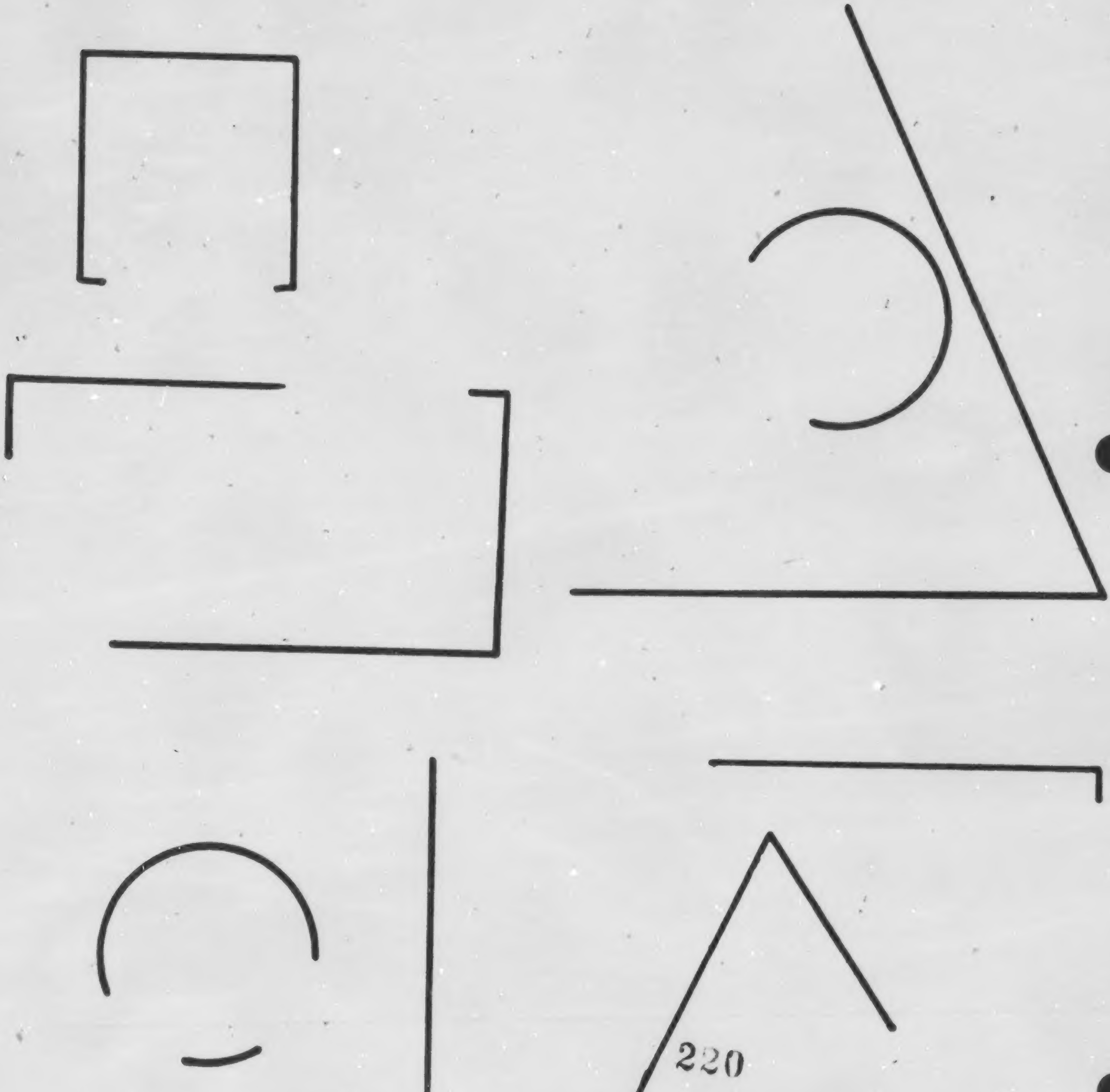
Construction paper and pre-cut shapes of various sizes and colors.

Follow-up Activities:

6-A-12A and 6-A-12B activity pages

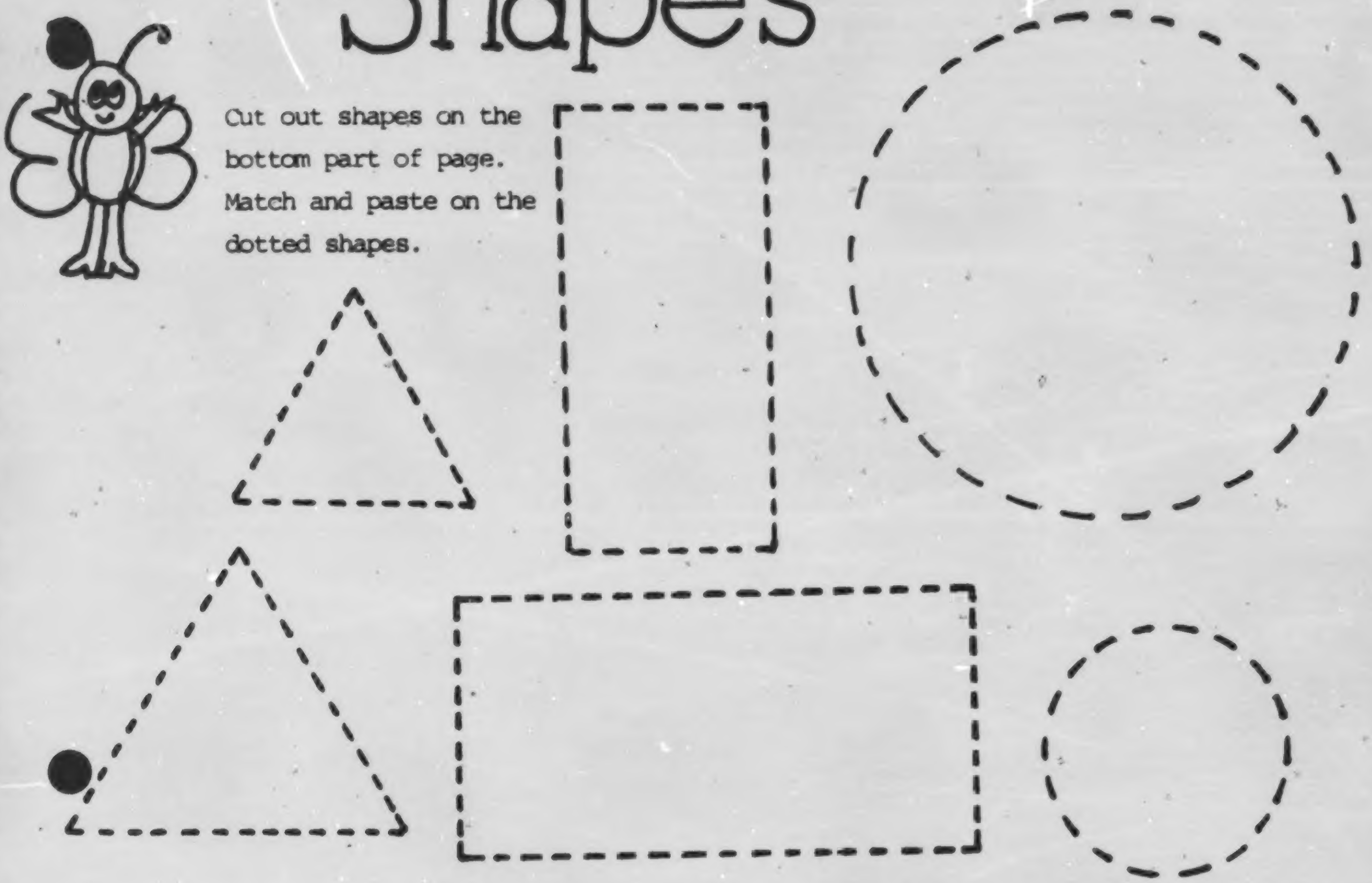
6-A-12A

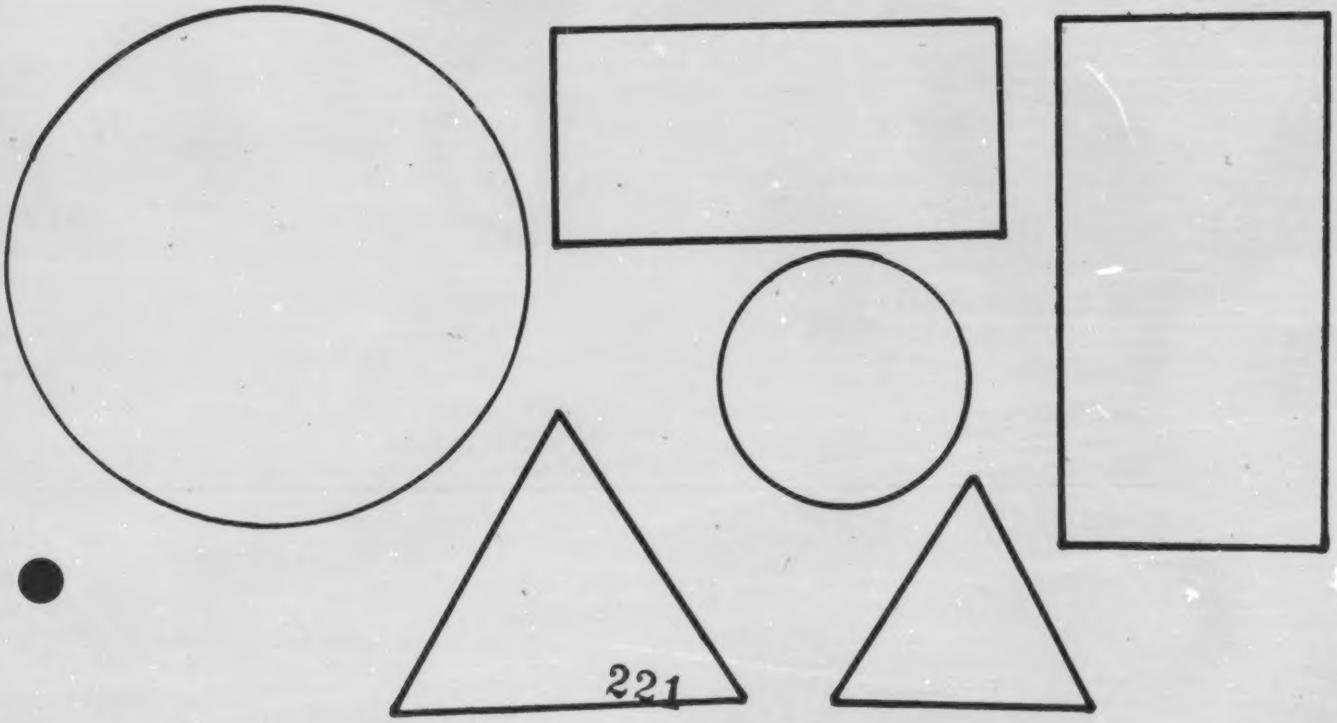
Finish the Shapes



Shapes

Cut out shapes on the bottom part of page. Match and paste on the dotted shapes.





6-B-1

Objective:

The child will count objects independently from 1 - [illegible] to do so.

Activity:

Begin with five small wooden blocks. Have the child count them as he/she touches or handles them. When he/she can master counting from 1 - 5 gradually add another block until he/she can reach his goal of twenty.

Criterion:

The child will count objects independently from 1 - 20 when asked on 3 different days.

Room/Pupil Arrangement:

Child in individual setting with teacher.

Materials/Equipment Needed:

Twenty small wooden blocks or other objects.

Follow-up Activities:

Place shapes of colored construction paper on the floor. Have the child count the shapes as he/she steps on each one until he/she reaches 20. A reward such as M & M's may be given when he/she reaches his goal of 20.

Use a variety of objects to be counted.

Use games which require counting spaces to move on a board.

Objective:

The child will count objects independently from 1 - 20.

Activity:

Set up a flannel board and a set of 20 flannel pieces. The children count with the teacher from 1 - 20 as he/she places the flannel pieces on the flannel board. Gradually the teacher counts one less (but mouths the numbers) number and in a softer voice until the children are counting independently.

Criterion:

The child will be able to count objects up to 20 correctly when asked to do so.

Room/Pupil Arrangement:

Whole group seated in a semi-circle around the flannel board.

Materials/Equipment Needed:

Flannel board

20 flannel pieces

Follow-up Activities:

Begin using objects such as blocks, popcickle sticks, or bottle caps. Give the children a handful of counting objects. Have each child count them as he/she touches or handles them. When he/she has mastered counting to ten, gradually add another block until he/she can reach his/her goal of twenty.

Objective:

The child will be able to count to 20.

Activity:

The children are provided with a tape recorder and tape, on which has been placed a pre-recorded message. One child has been instructed to start the tape. The message directs the small group to count the number of a given thing in the group (or in the room). For example: "How many boys in the room?" Then, when the counting is finished, the instructor writes the correct number on the sheet provided. The tape instructs them to turn the recorder off and come back for more instructions when the assignment is finished.

The children are encouraged to help one another. As the tape recording continues, the group is led through several counting activities around the room, such as: How many children have black hair?"

Criterion:

The child will be able to count objects up to 20.

Room/Pupil Arrangement:

Small group with a leader who can write the children's responses.

Materials/Equipment Needed:

Tape recorder

Tape

Numerous objects from room

Follow-up Activities:

6-B-4

Objective:

The child will be able to count objects up to 20.

Activity:

A group of six children play. Explain the game. Demonstrate the procedure until thoroughly understood. A picture of a completed bug is posted on the board. Each body part has a different number of dots on it up to 6. Whatever the number the first player rolls will be the body part to be drawn on paper. Help the child if help is needed. When his/her turn is completed he/she passes the dice to the player on the right. The game continues. As the game continues, if a player rolls a number he/she already has, he/she passes the dice to the next player and waits the next turn. The player who first completes the Number Bug is the winner.

Criterion:

The child will be able to count objects.

Room/Pupil Arrangement:

Small group

Materials/Equipment Needed:

Large dice

7 bugs cut into 6 pieces

Follow-up Activities:

Objective:

The child will count from 1 - 10 independently when asked to do so.

Activity:

The child will count with the teacher from 1 - 10 first. Gradually the teacher counts one less number until the child is counting independently. Reward the child when he/she correctly reaches 10 independently.

Criterion:

The child will count from 1 - 10 independently when asked to do so three times on three separate occasions.

Room/Pupil Arrangement:

Child in an individual setting with the teacher.

Materials/Equipment Needed:

Follow-up Activities:

Child can bounce a ball and count to 10

Sing the counting song 1 - 10

Objective:

The child will be able to rote count to 20.

Activity:

Game: "Number Bee" (Played like Spelling Bee). The child stands and counts as far as he/she can, when he/she misses a number he/she must sit down.

Criterion:

The child will be able to count to 20 when it is his/her turn.

Room/Pupil Arrangement:

Whole group standing in a line

Teams can also be used

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will count from 1 - 100 with help at decades independently when asked to do so.

Activity:

The child will continue with counting activities from 10. The first level would be from 11 - 20. As each decade is reached, the child will move on to the next decade until the goal of 100 is reached. Rewards and praise help the child's interest level to remain high. Games and contests involving counting are very useful.

Criterion:

The child will count correctly from 1 - 100 with help at decades when asked to do so on three separate days.

Room/Pupil Arrangement:

Child in an individual setting with the teacher.

Materials/Equipment Needed:

Follow-up Activities:

Jump rope counting.

Objective:

The child will recognize and name the numerals from 1 - 20 given in random order when asked to do so.

Activity:

Use the lollipop numerals first from 1 - 10, then continue to 20. Go over them together, always using random order to prevent rote memorization, until child seems to grasp some readily. Then offer the child an opportunity to hold each lollipop named correctly. After the lollipops have been given out, have each child count back to you the numerals he/she has won. It is effective to "buy" them back with a reward sometimes to add interest to this activity.

Criterion:

The child will recognize and name the numerals from 1 - 20 given in random order when asked to do so.

Room/Pupil Arrangement:

Small group or an individual child at a table with the teacher.

Materials/Equipment Needed:

A set of lollipop numbers

Follow-up Activities:

Objective:

The child will recognize and name the numerals from 1 - 20 given in random order when asked to do so.

Activity:

Use the linoleum footprints with numerals printed on them placed in random order on the floor. Ask the child to say the numeral as he/she steps on it. When he/she is able to complete the walk on all of the footprints, he/she should reach a place where a reward is offered such as a treasure chest of small rewards.

Criterion:

The child will recognize and name the numerals from 1 - 20 given in random order when asked to do so on three separate days.

Room/Pupil Arrangement:

Children grouped to watch and participate in an open area where footprints are placed in random order.

Materials/Equipment Needed:

Set of 20 linoleum footprints

Follow-up Activities:

Objective:

The child will recognize and name the numerals from 1 - 20 given in random order when asked to do so.

Activity:

Give each child a numeral on a card. Arrange children in a circle. Play a game saying: "All 16's stand up." Continue in this manner until all children are standing. Then reverse the procedure using the command "sit down." Keep the game moving rapidly by helping any child who appears not to know. Have him/her look at his numeral and repeat it for reinforcement.

Criterion:

The child will recognize and name the numerals from 1 - 20 given in random order when asked to do so three times on separate days.

Room/Pupil Arrangement:

Children in a whole group in a large circle.

Materials/Equipment Needed:

Cards which bear numerals from 1 - 20.

Follow-up Activities:

Objective:

The child will recognize and name the numerals from 1 - 20 given in random order when asked to do so.

Activity:

Give the children numerals on a card being sure that three or four of the children have the same numeral. Seat the children in a circle. Play a variation of "fruit basket upset" only substitute numerals. This is an activity which allows active participation.

Criterion:

The child will recognize and name the numerals from 1 - 20 given in random order when asked to do so on three days.

Room/Pupil Arrangement:

Small or large group in circle formation.

Materials/Equipment Needed:

Small cards with adequate numerals.

Follow-up Activities:

Objective:

The child will recognize and name the numerals from 1 - 20 given in random order when asked to do so.

Activity:

Place a strip of blue plastic or paper on the floor. Put "rocks" with a numeral on each one in random order across the brook to form stepping stones. The child may name the numeral and step on to the next until he/she crosses the brook. If he/she doesn't know, "he/she falls into the brook," and has to begin again. Change the order of placement of rock numerals frequently.

Criterion:

The child will recognize and name the numerals from 1 - 20 given in random order when asked to do so on three days.

Room/Pupil Arrangement:

Children in a large group waiting for a turn to "cross the brook."

Materials/Equipment Needed:

Brook and stepping stones with numerals 1 - 20.'

Follow-up Activities:

Objective:

The child will recognize and name the numerals from 1 - 20 given in random order when asked to do so.

Activity:

Play "Going Fishing." Place construction paper fish on floor. The fish should have numerals on one side which is placed face down. A paper clip allows the fish to be caught using a toy pole with a magnet on a string. If the child knows the numeral, he/she may keep the fish. If he/she does not know the numeral, he/she must put the fish back in the pond. At the end of the game, the teacher may "purchase" the fish back with an appropriate reward.

Criterion:

The child will recognize and name the numerals from 1 - 20 given in random order when asked to do so on three days.

Room/Pupil Arrangement:

Small group in a circle around "pool."

Materials/Equipment Needed:

Toy fishing pole - small fish with numerals.

Follow-up Activities:

Objective:

The child will recognize and name the numerals from 1 - 20.

Activity:

The target is placed on the floor about ten feet from the players. Players take turns tossing a checker, bottle cap, or beanbag at the target. Each player must call out the numeral he/she lands on. If he/she misses he/she removes his/her marker and awaits the next turn. Any player who scores a bulls eye is given another turn. One player acts as scorekeeper.

Criterion:

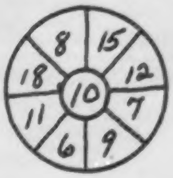
The child will be able to identify the numerals up to 20 when it is his/her turn in the game.

Room/Pupil Arrangement:

Whole group or small group as needed.

Materials/Equipment Needed:

One large tag board circle with the numerals printed on it
A marker for each player



Follow-up Activities:

Objective:

The child will match the correct numeral to the box of dots when asked to do so.

Activity:

Using the attached sheet, practice finding the numeral when directed to do so. Count the dots in each box together. Next direct the child to find a numeral and the box with the same number of dots. Show child how to draw a line to match them together. Have him/her continue to match the rest of the sheet. Give opportunity for sufficient practice to accomplish this task.

Criterion:

The child will match the correct numeral to the box of dots when asked to do so on three days.

Room/Pupil Arrangement:

Children at work tables in appropriate groupings.

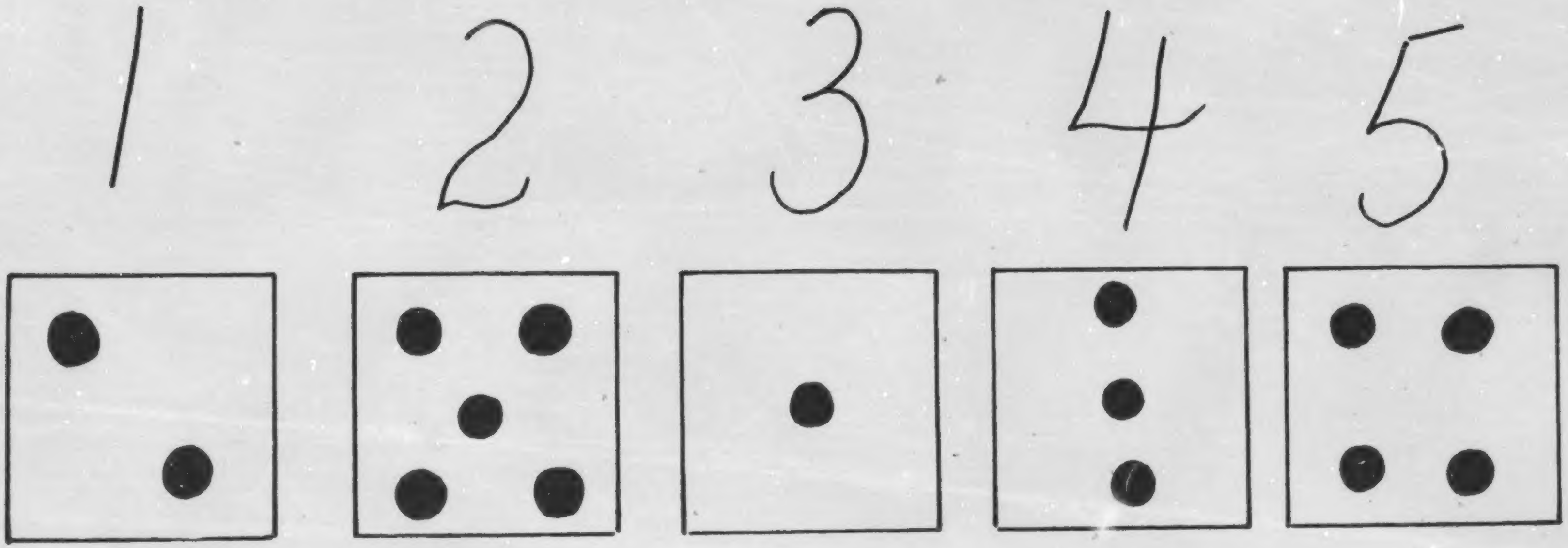
Materials/Equipment Needed:

Attached worksheet (6-E-1A)

Follow-up Activities:

6-E-1A

Match correct numeral to the box with the same number of dots. Use pencil or crayon to draw lines.



Objective:

The child will correctly match objects from one set to another when asked to do so.

Activity:

Use K-level Houghton-Mifflin: Modern School Mathematics (p. 17 for example). The child will match objects on a one to one basis from one set to another. He/she will match the objects by drawing lines from object to object.

Criterion:

The child will correctly match objects from one set to another when asked to do so on three days.

Room/Pupil Arrangement:

Child seated at a work table in appropriate groupings.

Materials/Equipment Needed:

Houghton-Mifflin: Modern School Mathematics K-level p. 17

Follow-up Activities:

Objective:

The child will match the correct number of objects to the proper numeral when asked to do so.

Activity:

Place styrofoam cups with a large numeral from one to ten on them. Place a stack of plastic spoons on the table and allow the child to match the correct numbers by placing the proper amount of spoons into each cup. Provide sufficient supervision and time to learn to accomplish this task.

Criterion:

The child will correctly match the correct number of objects to the proper numeral when asked to do so on three occasions.

Room/Pupil Arrangement:

Children at work tables in appropriate groupings.

Materials/Equipment Needed:

Styrofoam cups and plastic spoons in sufficient number.

Follow-up Activities:

Objective:

The child will correctly match the number of dots to the proper numeral when asked to do so.

Activity:

Use a bingo type game with the game cards containing a random mixture of numerals between 1 and 12. The small cards to be matched contain dots of various amounts. The child matches the small card of dots to the correct numeral on his/her card.

Criterion:

The child will correctly match the number of dots to the proper numeral when asked to do so on three separate occasions.

Room/Pupil Arrangement:

Small groups at table appropriate to game.

Materials/Equipment Needed:

Bingo card game for this purpose.

Follow-up Activities:

Objective:

The child will tell the time correctly on the hour when asked to do so.

Activity:

Use a teaching clock to demonstrate. Say, "When the long hand is pointing straight up to 12, it says "O" clock. The small hand says the name of the numeral." Demonstrate and explain many times. Talk about some of the times that are relevant to the child's experience.

Criterion:

The child will tell the time correctly on the hour when asked to do so on three separate occasions.

Room/Pupil Arrangement:

Whole group in a circle formation.

Materials/Equipment Needed:

Time teaching clock

Follow-up Activities:

6-F-2

Objective:

The child will demonstrate that he/she knows correctly the time on the hour by drawing hands on a clock when he/she is asked to do so.

Activity:

Give the child a worksheet with clock faces. Demonstrate on chalk board: Draw the hands on the clock to show the correct time on the hour. Then ask the child to draw hands on the clocks on the worksheet as you verbally give the times on the hour. Allow sufficient supervision and time for accomplishment of this task.

Criterion:

The child will demonstrate by drawing hands on a clock when asked to do so, that he/she knows correctly the time on the hour.

Room/Pupil Arrangement:

Child seated at the table in appropriate groups.

Materials/Equipment Needed:

Worksheets with clock faces.

Follow-up Activities:

Objective:

The child will correctly tell the time on the half hour when asked to do so.

Activity:

Use the teaching clock to demonstrate. Say: "When the long hand is pointing down to the 6 it says '30'. The small hand says the name of the numeral." Demonstrate and explain many times. Talk about times that are relevant to the child's own experience.

Criterion:

The child will tell the time correctly on the half hour when asked to do so on three separate days.

Room/Pupil Arrangement:

Whole group circle formation.

Materials/Equipment Needed:

Teaching clock

Follow-up Activities:

Objective:

The child will demonstrate by drawing hands on a clock that he/she knows correctly the time on the hour when he/she is asked to do so.

Activity:

Give the child a worksheet with clock faces. Demonstrate on chalk board: Draw the hands on the clock to show the correct time on the hour. Then ask the child to draw hands on the clocks on the worksheet as you verbally give the times on the half hour. Provide sufficient time and supervision for accomplishment of this task.

Criterion:

The child will demonstrate by drawing hands on a clock when asked to do so, that he/she knows correctly the time on the half hour.

Room/Pupil Arrangement:

Children seated at work tables in appropriate groups.

Materials/Equipment Needed:

Clock face worksheet

Follow-up Activities:

Objective:

The child will correctly recognize and name three coins, (penny, nickel, dime) when asked to do so.

Activity:

Use the money teaching kit and the flannel board. Allow the child to handle each of the coins and repeat the names of each coin several times. Also show real coins and permit the child to handle each of them. Using the money from the teaching kit, do various activities such as: Ask "Who has a dime?" Please put it on the flannel board." Continue this activity until the child has had the experience of placing each coin on the flannel board. All children should have an active turn. Provide sufficient time and practice for this activity.

Criterion:

The child will correctly recognize and name three coins (penny, nickel, dime) when asked to do so.

Room/Pupil Arrangement:

In group formation

Materials/Equipment Needed:

Flannel board and money teaching kit.

Follow-up Activities:

Objective:

The child will correctly recall that five pennies compare to one nickel and that two nickels compare with one dime when asked to do so.

Activity:

Use the teaching money kit. Allow the child to count the values. He/she should establish the five cent value of a nickel and then count five pennies in relationship to the nickel. For the dime, it is necessary to establish its value as ten cents, then to establish that five and five are ten. Learn and sing the song: "Five and Five are Ten": with finger play activity to establish these values.

Criterion:

The child will correctly recall that five pennies compare to one nickel and two nickel compare to one dime when asked to do so.

Room/Pupil Arrangement:

Whole group in circle formation.

Materials/Equipment Needed:

Money teaching kit

Song: Five and Five are Ten

Follow-up Activities:

Play that you are buying simple items and have to use alternate coins to pay for them.

Objective:

The child will correctly compute simple addition facts when asked to do so.

Activity:

Use small blocks or other objects to demonstrate the computation of a simple addition fact such as (2+1). Allow the child to manipulate the block in many ways until he/she demonstrates an understanding of the addition combinations equaling five. (If he/she demonstrates this ability quickly, more combinations could be included.) Provide sufficient practice time and help to the child to ensure his/her opportunity to learn these facts.

Criterion:

The child will compute simple addition facts correctly when asked to do so on three days.

Room/Pupil Arrangement:

Either individually or small group at quiet table.

Materials/Equipment Needed:

Houghton-Mifflin Co., Modern School Mathematics-K-level

Follow-up Activities:

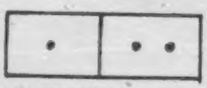
Example: Use Houghton-Mifflin: Modern School Mathematics K-Level (p. 81, 82, 83, 84, 85, 86, 87) to give the child further explanation and practice.

6-I-2

Objective:

The child will compute simple addition facts correctly when asked to do so.

Activity:

Use teacher made computation cards which are folded into two parts containing buttons on each part . The card is folded. Show first one part (1) then the other part (2). Ask how many this is? After the child answers, open the card and count all of the buttons to see that he/she is correct. The cards cover all simple combinations.

Criterion:

The child will compute simple addition facts correctly when asked to do so.

Room/Pupil Arrangement:

Small group in separate location.

Materials/Equipment Needed:

Computation cards (teacher made)

Follow-up Activities:

Allow the child to do one or two simple combinations with tokens, and when he/she computes correctly, he/she may keep them.

Use all kinds of manipulative materials which the child can handle in learning these facts.

Objective:

The child will compute simple subtraction facts correctly when asked to do so.

Activity:

Use small blocks or other objects to demonstrate the computation of a simple subtraction fact such as (3-1). Allow the child to manipulate the blocks in many ways until he/she demonstrates an understanding of the subtraction combinations of five or less. (If he/she demonstrates this ability quickly more combinations of higher numbers could be included.) Provide sufficient practice time and help to the child to ensure his/her opportunity to learn these facts.

Criterion:

The child will compute simple subtraction facts correctly when asked to do so.

Room/Pupil Arrangement:

Small group at a separate table with teacher.

Materials/Equipment Needed:

Houghton-Mifflin Co., Modern School Mathematics'K-Level

Follow-up Activities:

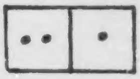
Example: Use Houghton-Mifflin: Modern School Mathematics K-Level (p. 88, 89, 90, 91, 92) to give the child further explanation and practice in this area.

6-J-2

Objective:

The child will compute simple subtraction facts correctly when asked to do so.

Activity:

Use teacher made computation cards which are folded into two parts containing buttons on each part . Show the entire card with (3). Fold the card back saying, "We will take away the one." Show the other part with the remaining buttons and ask, "How many are left", as you show the part with the remaining two buttons. Have cards made with all possible combinations available for use.

Criterion:

The child will compute simple subtraction facts correctly when asked to do so.

Room/Pupil Arrangement:

Small group in teaching circle.

Materials/Equipment Needed:

Button computation cards - teacher made

Follow-up Activities:

Allow the child to do one or two simple combinations with tokens, and when he/she computes correctly, he/she keep them.

Use all kinds of manipulative materials which the child can handle in learning these facts.

Strand 7:

SOCIAL SCIENCE

A. Aware of self

B. Know family members

C. Know value of school

D. Know about community helpers

E. Aware of cultural heritage

F. Obey basic rules

G. Aware of holidays

H. Know modes of transportation

Objective:

The child will demonstrate measurable growth in awareness of self as a person, in keeping with his/her developmental level when observed and checked.

Activity:

Verbalize and describe self in conversational activity with the teacher and peer group. Begin with, "I am a (girl) (boy). I like to (activity).

Criterion:

The child will show measurable growth in awareness of himself/herself as a person, in keeping with his/her developmental level when observed and checked in action.

Room/Pupil Arrangement:

Informal, probably a circle arrangement

Materials/Equipment Needed:

Follow-up Activities:

Continue at intervals with informal conversation of this type.

Objective:

The child will demonstrate measurable growth in awareness of self as a person, in keeping with his/her developmental level when observed and checked.

Activity:

Draw pictures of self and do experience stories about the pictures and/or self activities.

Criterion:

The child will show measurable growth in awareness of himself/herself as a person, in keeping with his/her developmental level when observed and checked in action.

Room/Pupil Arrangement:

Informal in comfortable working spots.

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will demonstrate measurable growth in awareness of self as a person in keeping with his/her developmental level when observed and checked.

Activity:

Use sessions with large three-section mirror to help him/her see how he/she really looks front, side and rear.

Criterion:

The child will show measurable growth in awareness of himself/herself as a person, in keeping with his/her developmental level when observed and checked in action.

Room/Pupil Arrangement:

Informal in comfortable working spots.

Materials/Equipment Needed:

Large three section mirror.

Follow-up Activities:

Video camera and monitor can be used also for similar effect but without multiple views possible with mirrors.

Objective:

The child will demonstrate measurable growth in awareness of self as a person, in keeping with his/her developmental level when observed and checked.

Activity:

Draw life size tracing of child lying on piece of butcher paper. Outline with felt pen or crayon. Allow child to complete by adding features, etc.

Criterion:

The child will show measurable growth in awareness of self as a person, in keeping with his/her developmental level when observed and checked in action.

Room/Pupil Arrangement:

Whole group working in pairs

Materials/Equipment Needed:

Butcher paper

Pencils

Crayons

Follow-up Activities:

Objective:

The child will demonstrate measurable growth in awareness of self as a person, in keeping with his/her developmental level when observed and checked.

Activity:

Conversation of the child and his/her importance to the group and family. Discuss other family members and share with each other the happiness derived from family members. If child expresses doubts, try to help him/her resolve doubts and fears.

Criterion:

The child will show measurable growth in awareness of himself/herself as a person, appropriate to his/her developmental level when observed and checked in action.

Room/Pupil Arrangement:

Informal

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will demonstrate that he/she knows who the members of his family are when asked to identify them.

Activity:

Discuss families and family groups in general and the child's family in particular in group activity. Use of group conversation and a puppet like P. Mooney to facilitate conversation could be helpful.

Criterion:

The child will demonstrate that he/she knows who the members of his/her immediate family are when he/she is asked to do so on three separate occasions.

Room/Pupil Arrangement:

Informal or large group circle

Materials/Equipment Needed:

Puppet

Follow-up Activities:

Objective:

The child will demonstrate that he/she knows who the members of his/her family are when he/she is asked to identify them.

Activity:

The child could draw a picture of his/her family and discuss the picture, telling who each member of the family is.

Criterion:

The child will demonstrate that he/she knows who the members of his/her immediate family is when he/she is asked to do so on three separate occasions.

Room/Pupil Arrangement:

Informal or large group or at working tables

Materials/Equipment Needed:

Paper

Pencils

Crayons

Follow-up Activities:

Use puppet to facilitate responses.

Objective:

The child will demonstrate that he/she knows about members of his/her family in relationship to each other and space in the home.

Activity:

Worksheet on playhouse where rooms are placed in proper space on house page.

Criterion:

The child will demonstrate that he knows about the members on his immediate family when asked to place space on the worksheet in relation to family members.

Room/Pupil Arrangement:

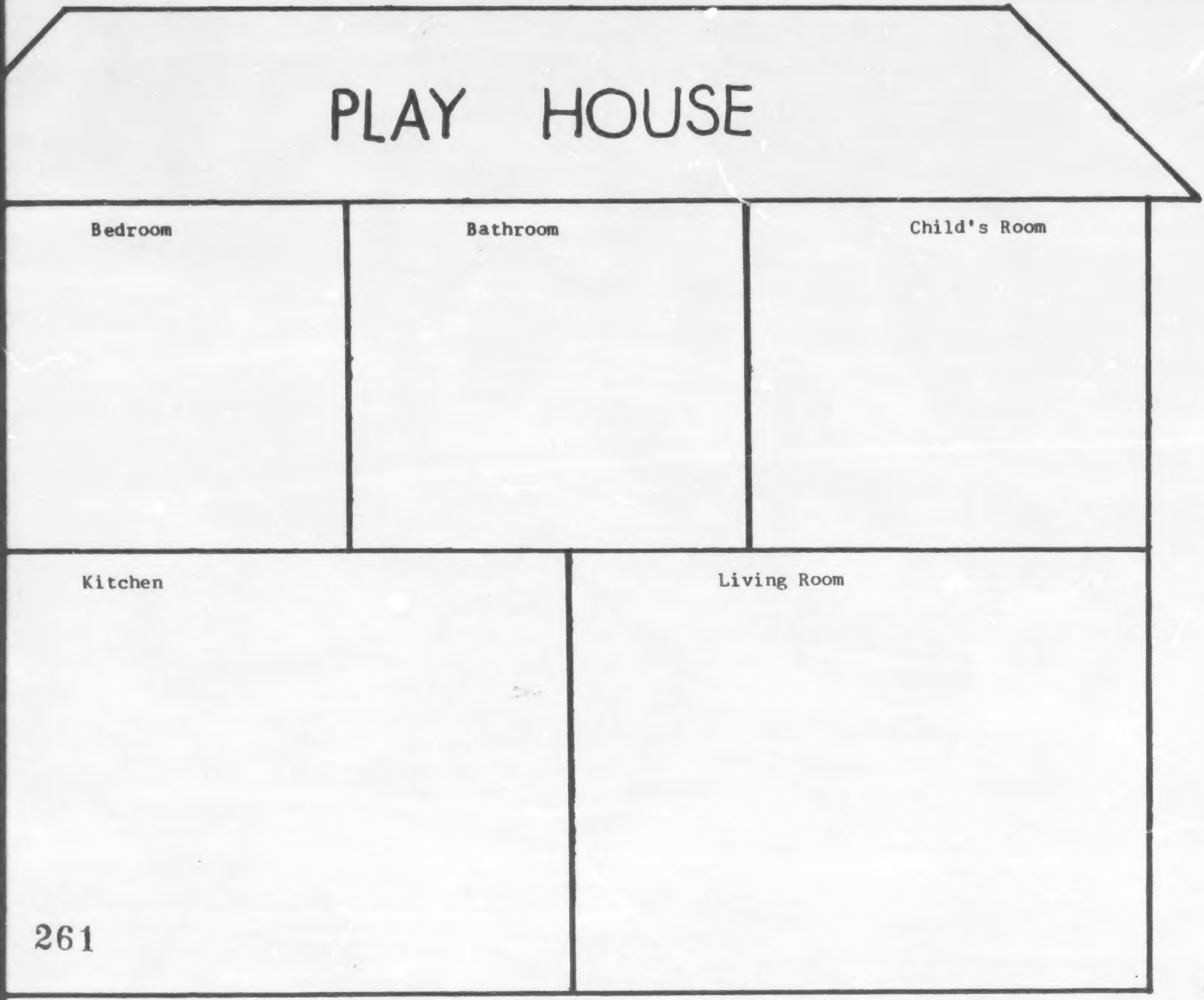
At tables for working

Materials/Equipment Needed:

Worksheet included in guide (7-B-3A, pages 1 and 2)

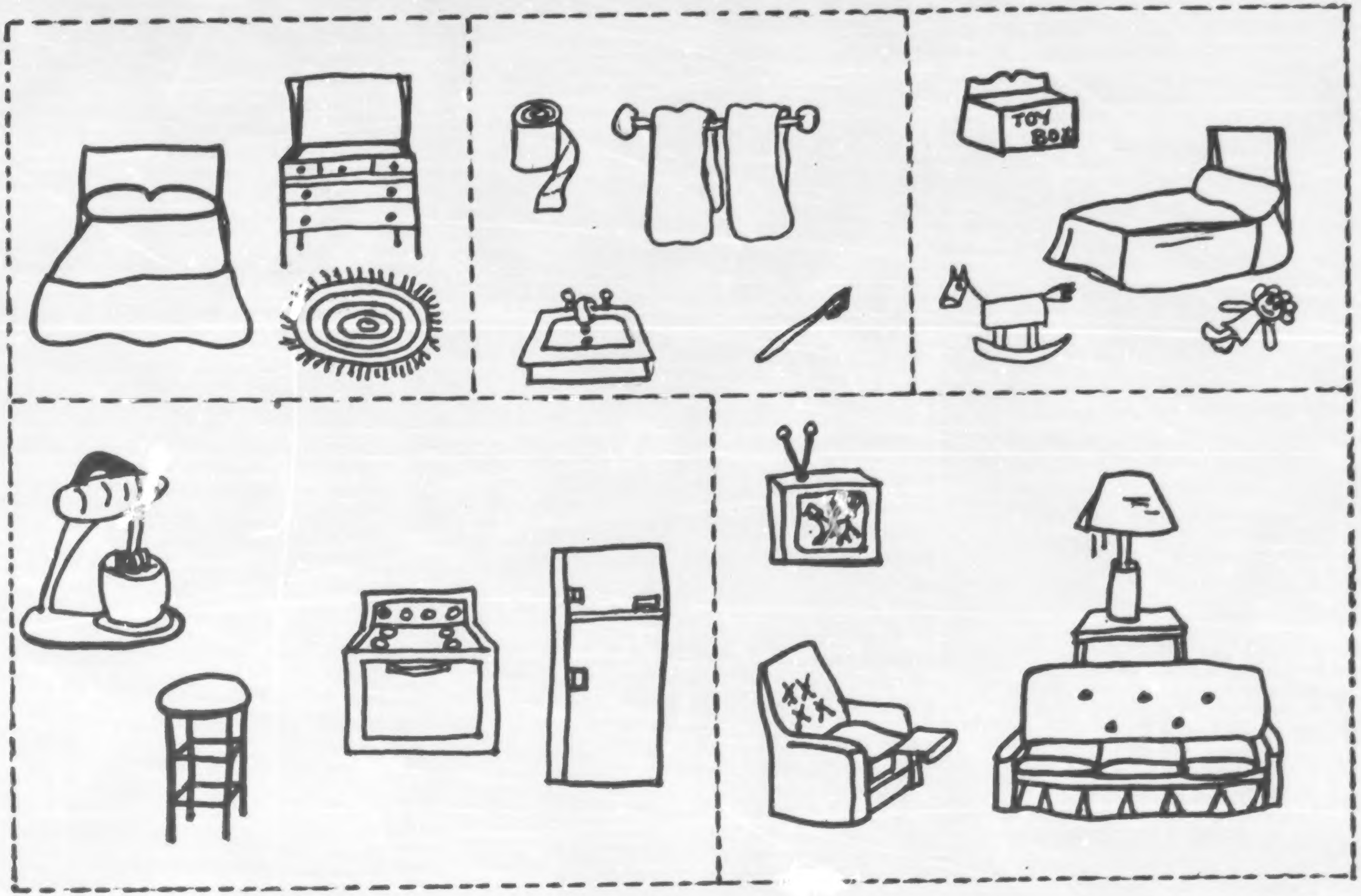
Follow-up Activities:

Worksheets may be modified to meet social or cultural differences in homes.


PLAY HOUSE
Bedroom
Bathroom
Child's Room
Kitchen
Living Room

7-B-3A

Talk about the different rooms in a house, and what types of furniture, household goods and appliances go into them. What type of activity is each room used for? Then talk about this Play House. Fit the House page over the Room page so that the child can see how they fit. Then cut out the rooms and paste them where they belong.



7-B-3A
Playhouse (page 2)

Objective:

The child will demonstrate a measurable awareness of the growing importance of school in his/her life when he/she is observed in this respect in keeping with his/her developmental level.

Activity:

Conversations in large or small groups discussing the need for learning at preschool levels help develop an understanding of what schools provide for individuals and help a child understand why schools are important. Discussion may be spurred by stories from the DUSO Kits related to good school attitudes.

Criterion:

The child will demonstrate a measurable growth in awareness of the need for school in a person's life, appropriate to his/her developmental level, when he/she is observed in this respect.

Room/Pupil Arrangement:

Large group circle formation

Materials/Equipment Needed:

DUSO Kit materials.

Follow-up Activities:

Objective:

The child will demonstrate a measurable awareness of the growing importance of school in his/her life when observed in school activities and social relationships appropriate to his/her developmental level.

Activity:

Talk about what people do (careers and vocational) and how schools help people to learn to do them. Talk about them. Encourage children to ask questions about what people do and how school helped them learn.

Criterion:

The child will demonstrate a measurable growth in awareness of the need for school in a person's life, in keeping with his/her developmental level, when he/she is observed in this respect. He/she will demonstrate by his interest in activities and attitude toward attendance.

Room/Pupil Arrangements:

Large group circle formation.

Materials/Equipment Needed:

Activities already in progress

DUSO Kit materials for developing good attitudes toward school

Follow-up Activities:

Objective:

The child will demonstrate that he/she knowns about at least one community helper when asked.

Activity:

The firefighter is a good community helper to begin with. Tie this helper in with fire safety and fire drills. Firefighters will visit the school to talk with the children about fire safety and the work of the fire department. They may bring the fire truck and take the children for a short ride if the time can be planned. Police or other community helpers may also visit.

Filmstrips and worksheets may be used alone or supplemental to visits.

Criterion:

The child will demonstrate that he/she knows at least one community helper when asked on at least one occasion.

Room/Pupil Arrangement:

Large group for visits, grouped for filmstrip viewing; at tables for worksheets.

Materials/Equipment Needed:

Community helper filmstrips

Work sheets of community helpers from Continental Press duplicator materials.

Follow-up Activities:

Community helpers might include:
1. Letter carriers
2. Doctor, dentist
3. Nurse, social worker
4. Service station attendant
5. Grocers, clerk
6. Librarian

Objective:

The child will demonstrate that he/she knows about at least one custom or traditional occasion from the Mexican (or other) heritage.

Activity:

Plan activities such as a party in which the child will participate in a cultural activity. One activity could include making the pinata. Exaplain the use of pinatas in Mexico.

Criterion:

The child will participate in and demonstrate that he/she knows that customs of other countries may be different.

Room/Pupil Arrangement:

Whole group circle

Materials/Equipment Needed:

Materials for making pinatas.

Directions and information may be obtained from the library or resource center.

Follow-up Activities:

Other cultural activities may be substituted. Pinata may be used later at a party.

Objective:

The child will demonstrate that he/she knows about at least one custom or food traditional to the Mexican (or other) cultural heritage.

Activity:

Plan activities in which the child may participate. One activity could be the making and eating of tortillas in class. Discuss the way that tortillas are made and used in daily life.

Criterion:

The child will participate in making and eating tortillas. He/she will demonstrate the understanding of the making and using of tortillas when observed in the class setting.

Room/Pupil Arrangement:

Whole group circle

Materials/Equipment Needed:

Recipe for tortillas

Ingredients

Cooking device such as a griddle

Follow-up Activities:

Other foods could be used at appropriate times;

1. Tostadas
2. Birthday Cakes
3. Cookies

Objective:

The child will demonstrate that he/she knows about at least one custom or traditional occasion.

Activity:

Plan activities which could include Christmas or other holiday parties. Make decorations for the room and to take home.

Criterion:

The child will participate in and demonstrate that he/she knows about at least one custom or traditional occasion.

Room/Pupil Arrangement:

Whole group circle and at tables

Materials/Equipment Needed:

Materials appropriate for occasion.

Follow-up Activities:

Be observant of cultural or religious beliefs of students and plan activities accordingly.

Objective:

The child will demonstrate that he/she obeys basic rules.

Activity:

Practice safety rules in the classroom with frequent discussion of the importance of rules. Use puppets, stories and role playing for teaching the need for safety. Discuss classroom surroundings as they relate to safety. Children will contribute many good and constructive ideas on this subject.

Criterion:

The child will demonstrate that he/she obeys rules when observed in action on two separate occasions.

Room/Pupil Arrangement:

Whole group, circle formation

Materials/Equipment Needed:

Puppet appropriate to situation

Follow-up Activities:

Filmstrips and worksheets on safety

Visits by police, firefighters to stress safety

Objective:

The child will demonstrate that he/she obeys basic rules.

Activity:

Courtesy rules should be required with constant reminders and reinforcement. Discuss any appropriate precept of courtesy as the need for the group or individual arises.

Criterion:

The child will demonstrate that he/she obeys rules when observed in action on two separate occasions.

Room/Pupil Arrangement:

Whole group, circle formation

Materials/Equipment Needed:

Puppet appropriate to situation

Follow-up Activities:

Objective:

The child will demonstrate that he/she obeys basic rules when observed in action.

Activity:

The "WHY" of rules is an important factor. Role-playing and puppets are effective ways to help children internalize these concepts. Safety rules and rules of courtesy should be the first ones included in these circle discussions: Materials from the DUSO Kits are appropriate for these discussions.

Criterion:

The child will demonstrate that he/she obeys rules when observed in action on two separate occasions.

Room/Pupil Arrangement:

Whole group, circle formation

Materials/Equipment Needed:

Puppet appropriate to role-playing needs

DUSO Kit

Follow-up Activities:

Objective:

The child will demonstrate that he/she is familiar with the Halloween, or other holiday when he is asked to do so, following presentation of holiday lesson.

Activity:

One holiday to note with the children might be Halloween. An early fall activity such as Halloween makes for excitement and enthusiasm. Use the story of Winnie the Witch (or story of choice). Follow the story with an art project such as a witch or black cat sack puppet.

Criterion:

The child will demonstrate that he/she is familiar with the holiday when asked to do so.

Room/Pupil Arrangement:

Whole group activity in appropriate formation

Materials/Equipment Needed:

Story of Winnie the Witch or any familiar story appropriate to the holiday.

Follow-up Activities:

Objective:

The child will demonstrate that he/she knows about Thanksgiving following appropriate classroom instruction.

Activity:

Thanksgiving is an excellent holiday for teaching concepts of the affective domain along with the historical and social events. Tell children in simple terms the story of the first Thanksgiving. (Be sure to emphasise that these were only one group of settlers in our cultural heritage). After the discussion about observing Thanksgiving, have child draw a picture about Thanksgiving and tell a story about it, which will be written and attached to the paper.

Criterion:

The child will demonstrate that he/she is familiar with the Thanksgiving holiday when asked to do so.

Room/Pupil Arrangement:

Whole group activity in appropriate formation

Materials/Equipment Needed:

Crayons and paper

Follow-up Activities:

Use any stories, filmstrips, or songs available which relate to Thanksgiving.

Objective:

The child will demonstrate that he/she knows about Christmas in a bilingual context. *

Activity:

Christmas is a time to include posadas from Mexico, particularly in a bilingual Spanish-English classroom setting. Tell the children of the way Christmas is celebrated in another land, after discussing our familiar observation of it in the U.S. Tell the story of posadas and the custom of breaking the pinata to receive candies and small gifts. Pinata may be made in an earlier activity.

Criterion:

The child will demonstrate that he/she knows about the Christmas celebration when he/she is asked.

Room/Pupil Arrangement:

Whole group activity is appropriate

Materials/Equipment Needed:

Balloon

Paris craft or papier mache

Crepe paper

Basic instructions for making a simple pinata.

Follow-up Activities:

Art projects and Santa stories are available in quantities. Use many of these.

* Be sure that there is no violation of religious freedom. The posadas must be used as a cultural lesson, not a religious presentation.

Objective:

The child will demonstrate that he/she if familiar with Valentine's Day when he/she is asked to do so.

Activity:

Valentine's Day which can include a valentine exchange and offers opportunity to make valentines. Have each child make and decorate an envelope with his/her name on it to hang on the wall. Each will then have the experience of reading or simply matching names to "Mail" valentines to others.

Criterion:

The child will demonstrate that he/she is familiar with Valentine's Day when asked.

Room/Pupil Arrangement:

Whole group activity in appropriate formation

Materials/Equipment Needed:

Large paper

Crayons

Small red and white paper

Paste

Follow-up Activities:

Use stories of Valentine's Day-of teachers choice

Songs of Valentine's Day may be found in any preschool level music book.

Ojbective:

The child will demonstrate that he/she is familiar with the Easter holiday during the year when he/she is asked to do so, following the presentation of the stories and art activities related to this holiday.*

Activity:

Easter, a special day in the spring, could be observed with stories, songs, art and an art project. The child should learn related songs-hear Easter bunny stories which are easily available to teachers. A good art project includes constructing and decorating Easter baskets. These may be used by the teacher for an Easter treat, if desired.

Criterion:

The child will demonstrate that he/she is familiar with the Easter holiday when he is asked to do so, following activities in the classroom.

Room/Pupil Arrangement:

Whole group activity in appropriate formation

Materials/Equipment Needed:

Easter story - of your choice

Easter song - of your choice

Art supplies for basket construction

Follow-up Activities:

Art projects, stories and songs

* Care should be taken in this observation so that religious freedoms are not violated.

Objective:

The child will demonstrate that he/she knows of George Washington as our first president.

Activity:

Note Washington's Birthday, with the children and his place as the first U.S. president. Read the story about Washington which is included. Provide the attached color sheet of Washington for the children to color.

Criterion:

The child will demonstrate that he/she knows about George Washington when asked.

Room/Pupil Arrangement:

Whole group activity in appropriate formation

Materials/Equipment Needed:

Story and color sheet: Included on subsequent pages

Follow-up Activities:

Art projects relating: Tri-cornered hat

Washington head silhouette

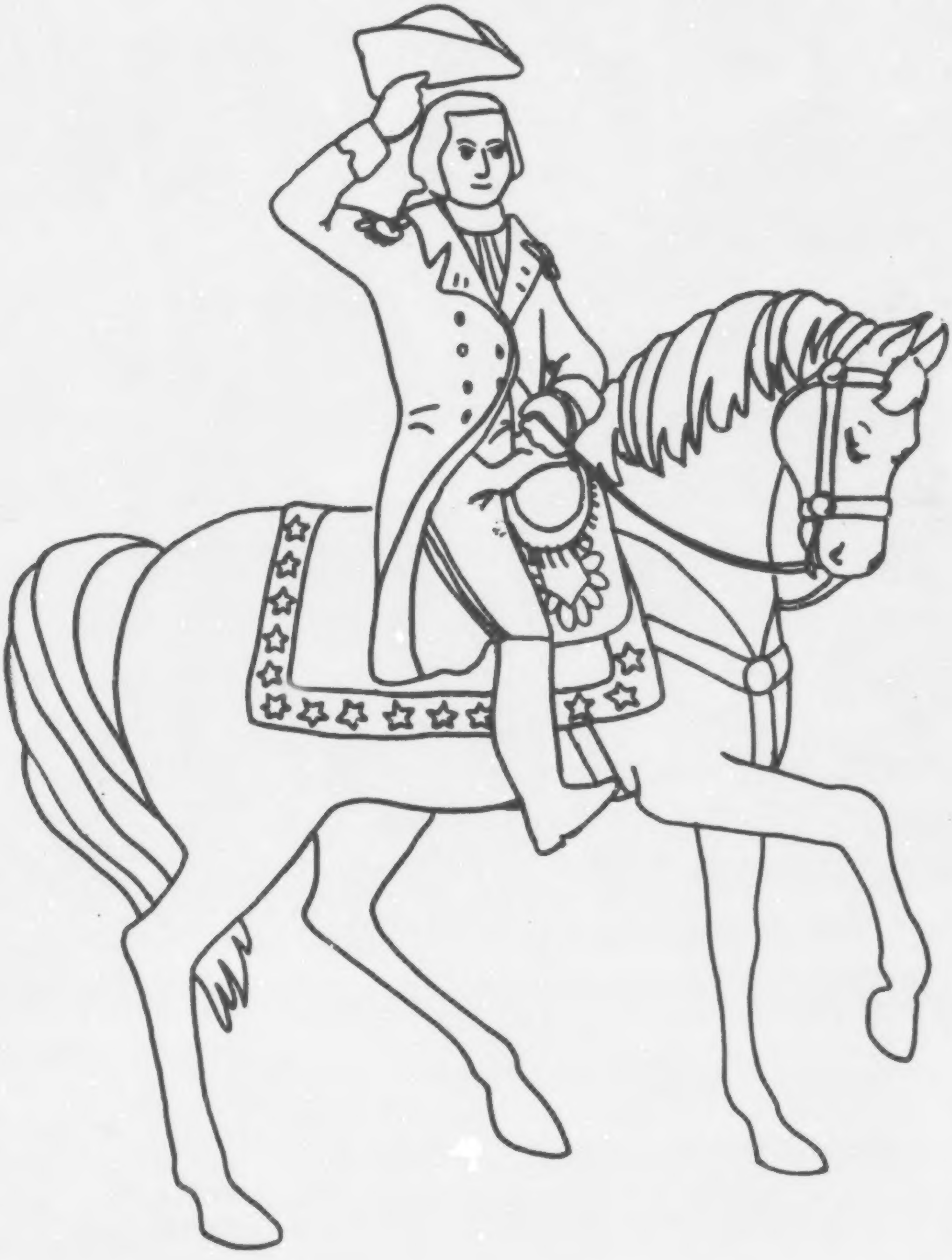
OUR FIRST PRESIDENT

Instructions: Read this story to the class. Then turn to the picture of Washington and have the children color it.

When George Washington was a boy he was tall and very strong. He loved to be active and play outdoors. He loved horses and could ride very well. He was a quiet boy and was very truthful.

When Washington grew up, he led the army so our country might be free. One day, a friend saw George Washington's horse but no one was on it. He looked and saw him kneeling in prayer, asking God for help for his cold, hungry, ragged soldiers. He was sorry for the men and wanted to help them make our country free.

George Washington led the soldiers to victory. Later on, he became the first President of the United States of America. He helped our country begin so that it could grow to be free and strong.



Color the picture as you discuss the story of George Washington.

Objective:

The child will demonstrate that he/she knows about Abraham Lincoln.

Activity:

Lincoln's birthday can be observed by reading the following story and discussing it with the children. Have the children do the coloring sheet of Lincoln, which follows the story.

Criterion:

The child will demonstrate that he/she knows about Abraham Lincoln when asked.

Room/Pupil Arrangement:

Whole group activity in appropriate formation

Materials/Equipment Needed:

Attached story and color sheet

Crayons or coloring equipment as desired

Follow-up Activities:

Art projects relating to Lincoln may be devised.

Suggestion: Lincoln head silhouette.

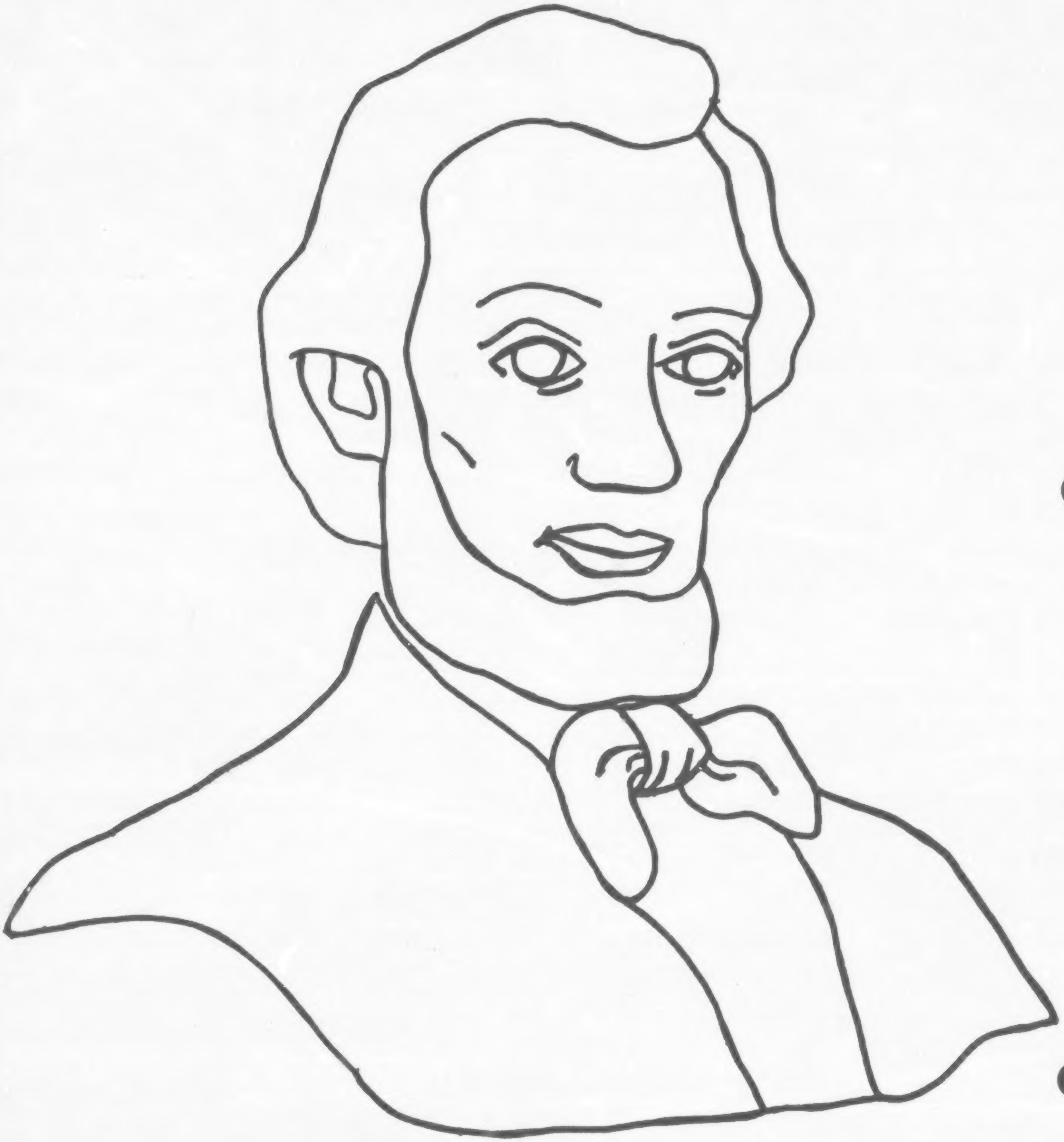
ABRAHAM LINCOLN

Instructions: Read this story to the class; discuss what happened and then have the children color the picture of President Lincoln.

Abraham Lincoln was a kind man. One day he and some of his friends were riding their horses. A friend said that Lincoln had caught two baby birds that had fallen from their nests and was putting them back in it, and he had fallen behind the rest.

After a while, Lincoln caught up with his friends. He wanted to help people, too. He was sorry for the slaves who were bought and sold by other people. He worked to set them free when he was president.

Color Lincoln's picture as you discuss his life.



Objective:

The child will demonstrate that he/she knows about May Day.

Activity:

Explain the custom of greeting Spring on May Day with the May Pole and baskets. Make paper May baskets so that children can put flowers in them to deliver to Mother or a friend on May Day. The custom is to wait until dusk, place the flowers at the door, ring the bell, and run away leaving the flower surprise. Story and basket pattern follow.

Criterion:

The child will demonstrate that he/she knows about May Day when asked.

Room/Pupil Arrangement:

Whole group activity in appropriate formation

Materials/Equipment Needed:

Paper

Scissors

Stapler

Follow-up Activities:

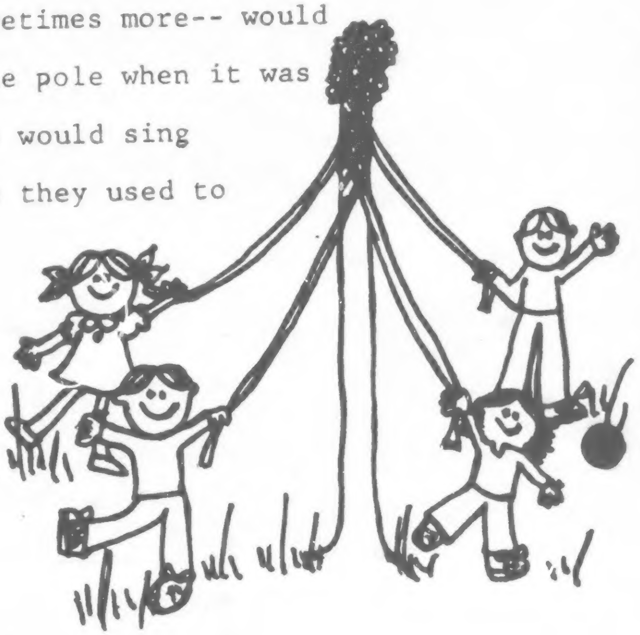
A MAYPOLE STORY

Maypole games were first played many years ago in England. The English boys and girls used to make gay Maypoles for every May Day. They would set them in the ground and dance around them on the grass.

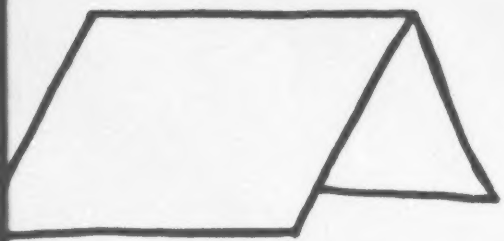
In the early days, May Day was not always the first day of May as we have it now. The first warm, sunny day of spring was then called May Day.

For a Maypole, they would use a tall, wooden pole which they set in a hole dug in the ground. They then fastened ribbons, or streamers of colored cloth, to the top of the pole. A crown of flowers was sometimes placed right at the top of the pole.

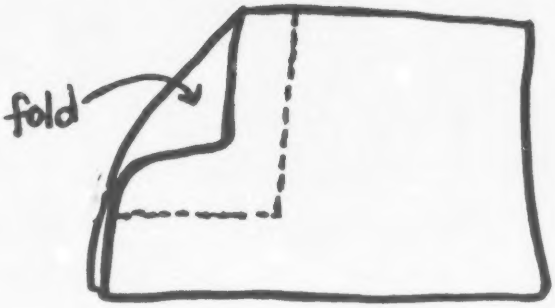
Eight or twelve boys and girls--sometimes more-- would take turns winding the ribbons around the pole when it was all ready. All the other boys and girls would sing the prettiest songs they knew. What fun they used to have!



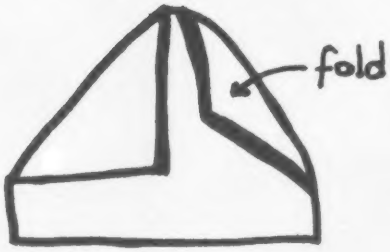
MAY BASKET



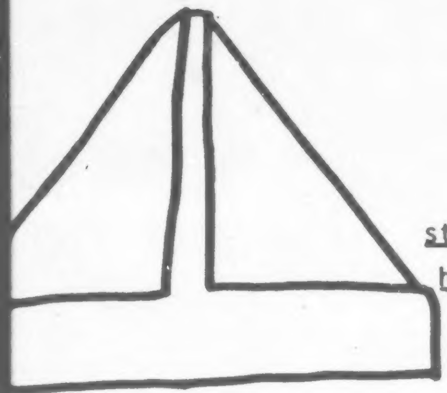
Fold paper in half.



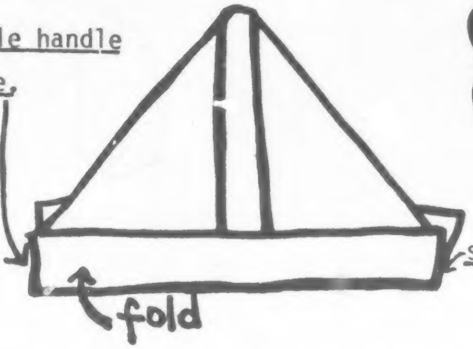
2. fold one corner over to the dotted line.



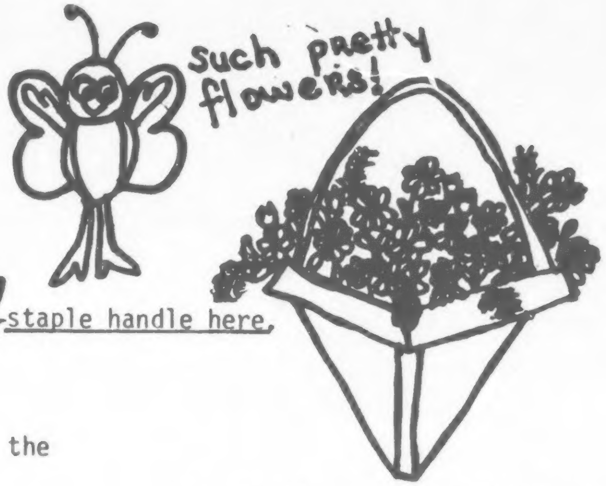
3. Fold the other corner over to match the first one.



oes yours look like this?
t should!


staple handle here.
staple handle here.
fold

5. Now fold up the border at the bottom


Such pretty flowers!

6. Staple or tape a handle onto the end of the basket and fill with flowers. What a pretty May Basket for mother!

7-G-8A

Objective:

The child will demonstrate that he/she knows about Flag Day.

Activity:

A holiday to note with the children is Flag Day. Discuss, briefly, our flag, its origin, and flag customs. Color the following flag picture. Read and talk about the Pledge of Allegiance as children work on the flag.

Criterion:

The child will dmonstrate that he/she knows about Flag Day when asked.

Room/Pupil Arrangement:

Whole group activity in appropriate formation

Materials/Equipment Needed:

Crayons

Color sheet: Included

Follow-up Activities:

Objective:

The child will demonstrate that he/she knows about the Fourth of July.

Activity:

Read the story: "Our Country's Birthday". Talk about things we do on the Fourth of July. Complete the related color-sheet (which is included) of the children's parade. Also color the USA birthday cake and relate it to birthday cakes in their own experiences.

Criterion:

The child will demonstrate that he/she knows about the Fourth of July when asked.

Room/Pupil Arrangement:

Whole group activity if appropriate formation

Materials/Equipment Needed:

Story "Our Country's Birthday" (included)
Related colorsheet (included): Fourth of July Parade
Birthday Cake U.S.A.

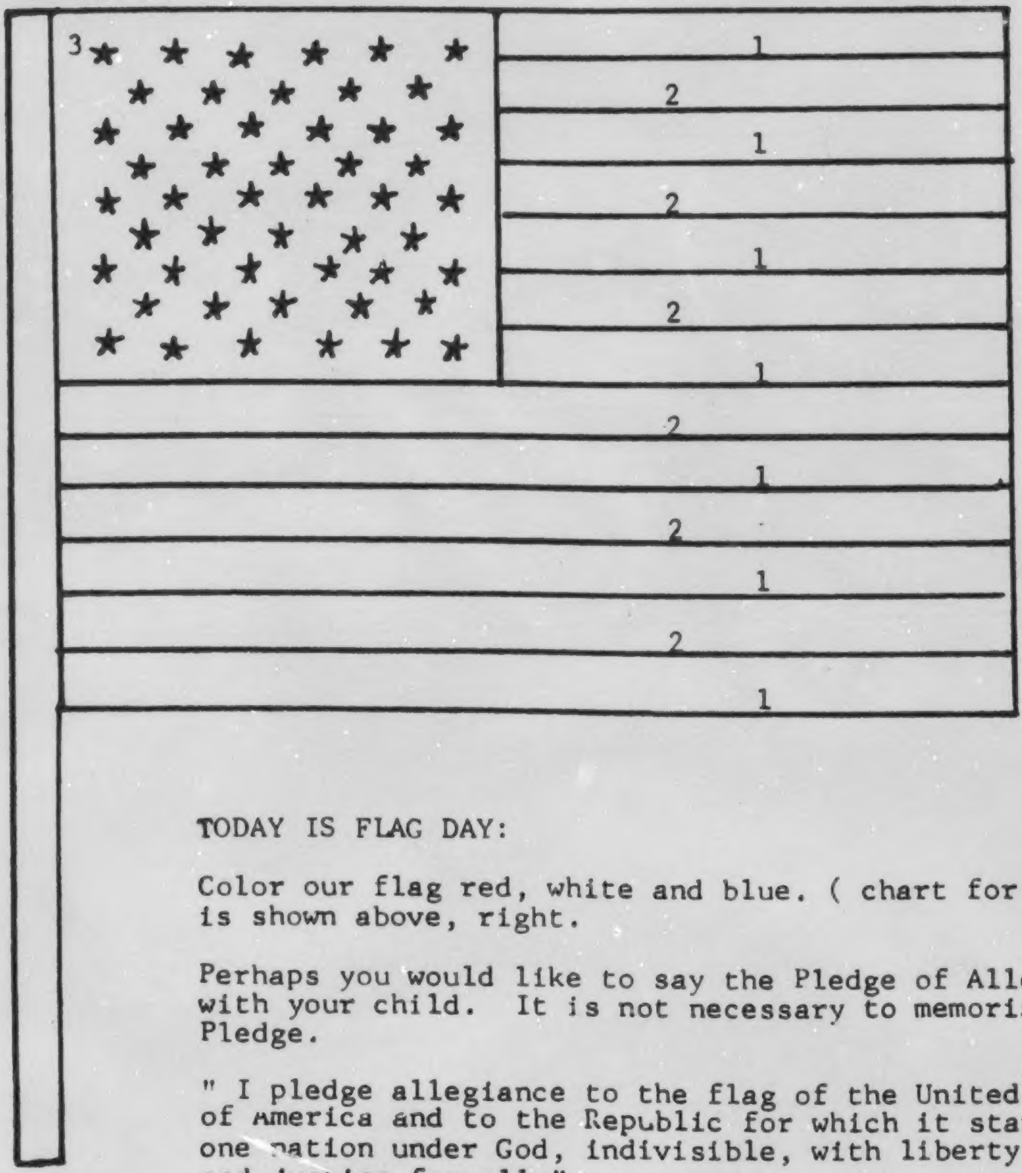
Follow-up Activities:

OUR FLAG

1 red

2 white

3 blue



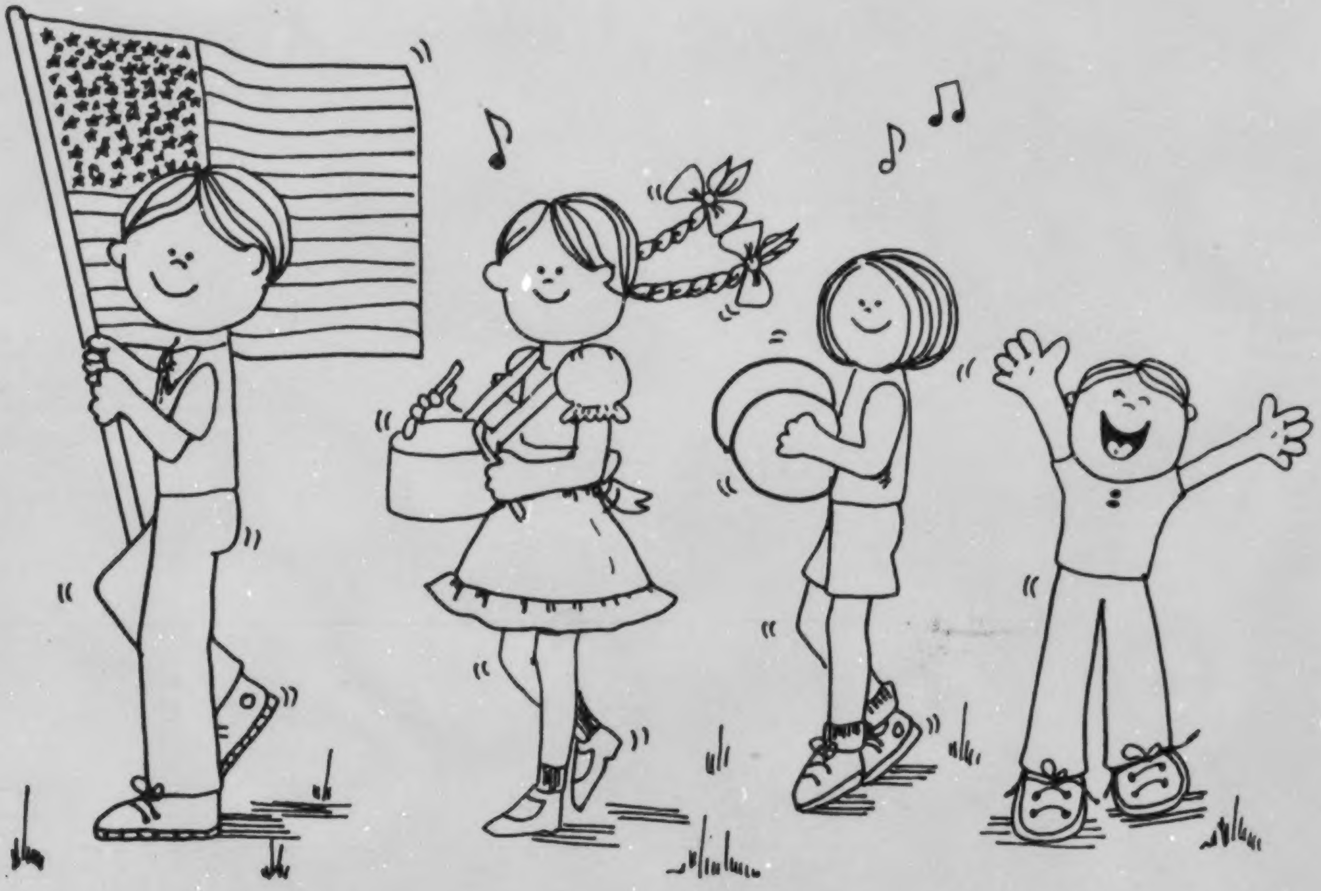
TODAY IS FLAG DAY:

Color our flag red, white and blue. (chart for coloring is shown above, right.

Perhaps you would like to say the Pledge of Allegiance with your child. It is not necessary to memorize the Pledge.

" I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and and justice for all."

OURTH OF JULY PARADE



7-G-10A

OUR COUNTRY'S BIRTHDAY

Instructions: Read this story to the class, then color the cake.

The fourth of July, which is the birthday of our country, is one of our great holidays. We celebrate this day because we want to remember the day our country was born. All across our nation on that day are parades and picnics, and when night comes, many people gather to watch fireworks light up the sky.

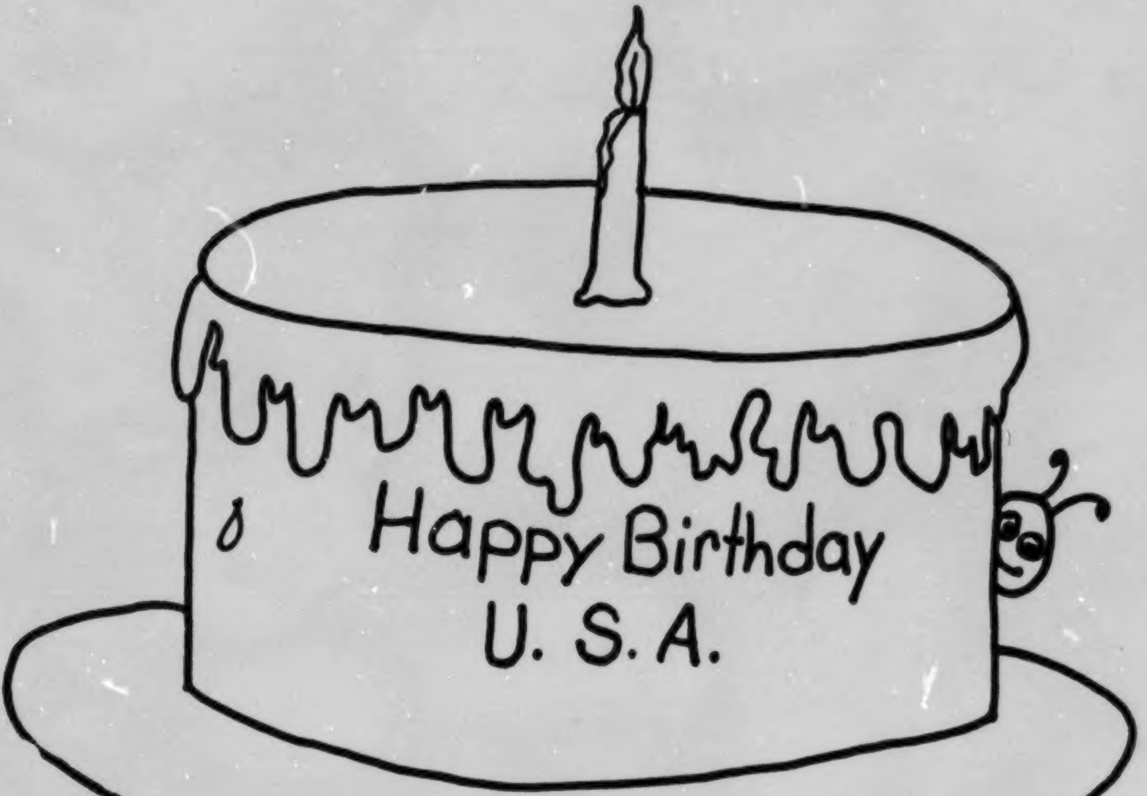
When our country was very young and new there were only thirteen colonies of people like us, and they all came here on big sailboats from the country of England which is far across the sea. England was ruled by a king, and all the people in that country paid taxes to him and obeyed the laws of the land. After the first English settlers came to this country, the King thought they should still pay taxes to him and still obey the laws of England. But the settlers needed the tax money for use in their new land, and they also needed different laws. King George didn't care about this, and wanted the settlers to keep paying the tax to England. The leaders in New England (that's what they called the country at first) became very unhappy, they wanted their new country to be free from England. One of these leaders was Thomas Jefferson. He wrote the Declaration of Independence, which told the world that America was going to make itself free from England.

For seventeen days Jefferson sat at his desk and wrote and rewrote; he had always believed that people could rule themselves; that they didn't need a king to rule over them; he thought that the people of this new land should be free. He was not a soldier like George Washington, but he fought for what he thought was right. He fought with his pen. His words in the Declaration of Independence have become famous around the world. Men today are still fighting to keep that freedom he wrote about.

In the Declaration of Independence Thomas Jefferson wrote, "All men are created equal." He also said that whether a man was rich or poor he had the same right to be happy, to live and worship as he pleased. On the Fourth of July, 1776, the leaders of the American colonies voted for the Declaration of Independence, and that was the day that our country stopped being New England and really became America. That was the day our country was born.

When the people heard the good news, they shouted, "Hooray for the United States." Those thirteen colonies of New England became the first thirteen states of the United States of America.

The people never forgot our nation's first birthday, and we will not forget it either.


Happy Birthday
U. S. A.

Objective:

The child will demonstrate that he/she knows about Christopher Columbus and the story of his exploration and discovery.

Activity:

Read the following story about Christopher Columbus, and discuss the pertinent factors to explain who he was in an appropriate level with the child's development. Allow the child to do the coloring sheet of the Santa Maria while you chat informally with the children.

Criterion:

The child will demonstrate that he/she knows about Columbus when asked about him on at least one occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Materials included in the guide.

Follow-up Activities:

CHRISTOPHER COLUMBUS

Christopher Columbus was born in Spain about 1451. He loved the sea, and spent much time on the shore watching the ships come and go.

Columbus believed that the earth was round. Most person said the earth was flat. They thought that a ship going out too far would fall off. The sailors also believed that there lived in the sea great monsters that would eat up the ships, men and all.

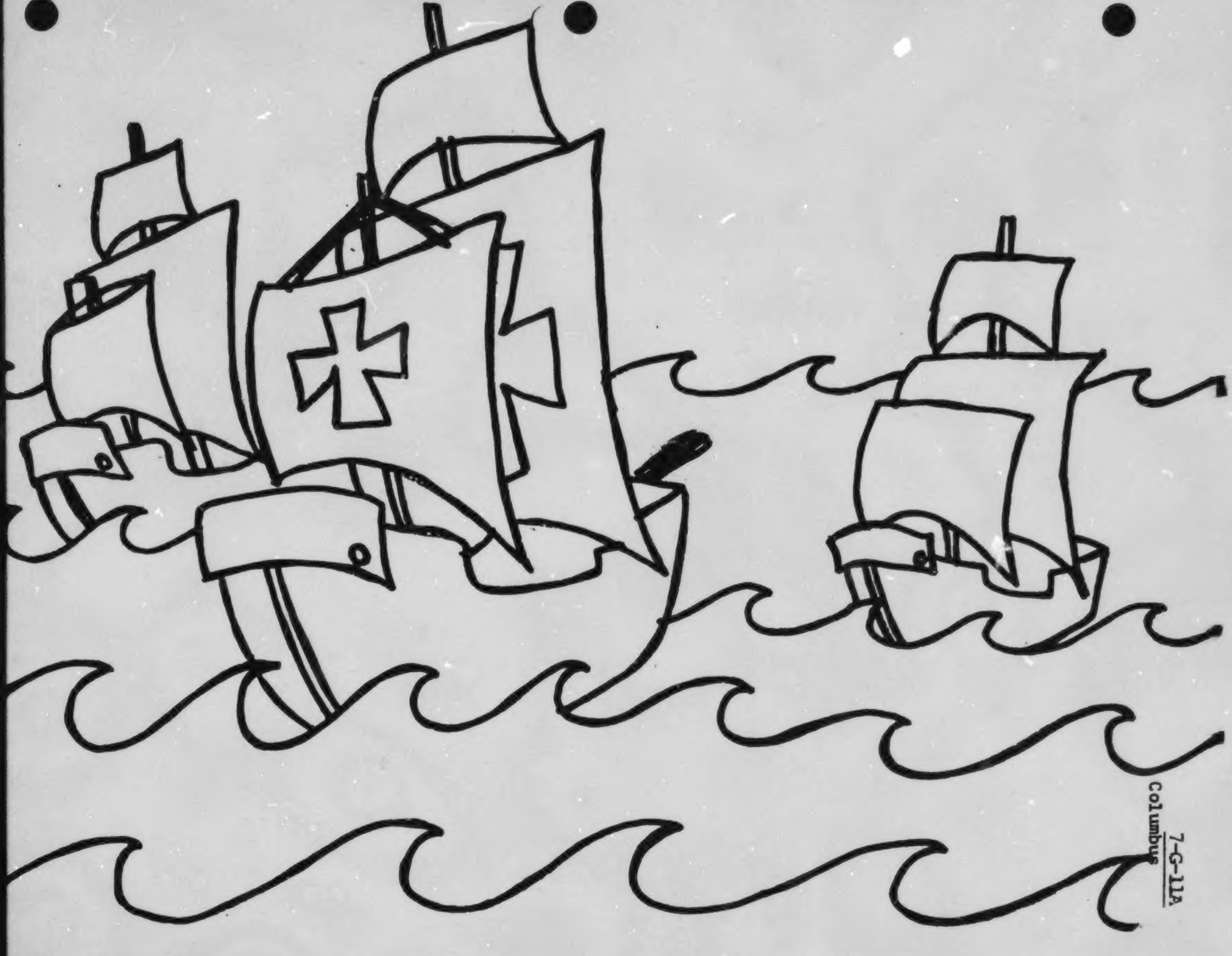
When Columbus grew up, he became a sailor. He believed that if men sailed straight out from Europe toward the west, they would reach the land of India. He was anxious to prove it, but he needed money to fit out his ships.

After much talking the queen of Spain, Queen Isabella, promised to sell her jewels tc raise enought money to fit out three small ships. The Santa Maria was the biggest ship. The Nina and Pinta were smaller.

The voyage was hard, but Columbus never became discouraged, not even when the men were afraid and wanted to turn back.

On the morning of October 12, 1492, there were shouts of joy on the ships. Land had been sighted. They were now in America, but Columbus thought he had found a new way to India.

Kneeling on the ground, Columbus set up the flag of Spain. He and his men thanked God for having brought them safely across the ocean.



7–G–11A
Columbus

Objective:

The child will demonstrate that he/she knows at least three modes of transportation.

Activity:

Discuss ways of getting to school, include cars and school bus particularly. Move from these more familiar modes of transportation to commercial bus, train and air travel. A background of horse and buggy would be superficially interesting to the children. Use film-strips, stories and personal experiences when available.

Criterion:

The child will demonstrate that he/she knows at least three modes of transportation when he is asked to do so from the following: car, school bus, train, commerical bus and air travel.

Room/Pupil Arrangement:

Whole group activities with circle formation

Materials/Equipment Needed:

Card, pictures, filmstrip and stories

Follow-up Activities:

7-H-2

Objective:

The child will demonstrate that he/she knows about a school bus and trains as modes of transportation.

Activity:

A suggested field trip for Willamette Valley schools is to take the children by bus to Albany, board a train to Salem, where the bus will meet them and return home. Other communities may be able to arrange similar excursions. Several volunteer parents to help will make the trip easier.

Criterion:

The child will demonstrate that he/she knows about a school bus and train as modes of transportation when asked.

Room/Pupil Arrangement:

Whole group activities

Materials/Equipment Needed:

Prior arrangements for bus and train tickets

Cards, pictures, filmstrips and stories which depict trains and school buses.

Follow-up Activities:

Objective:

The child will demonstrate that he/she knows at least three modes of transportation.

Activity:

Make a booklet of means of transportation. Find as many modes as possible. Be sure to assist children so that each one is successful in this progress.

Criterion:

The child will demonstrate that he/she knows at least three modes of transportation when asked.

Room/Pupil Arrangement:

Whole group activities

Materials/Equipment Needed:

Magazine pictures, scissors

Paste and construction paper

Follow-up Activities:

Strand 8:

ART

A. Know basic colors

B. Aware of likeness/similarity

C. Aware of differentness

D. Recall visual image

E. Draw a picture

8 A-1

Objective:

The child will name the eight colors when they are presented to be named. (red, blue, green, yellow, orange, brown, black, white)

Activity:

Use color songs such as the color song from Learning Basic Skills Through Music - Volume 1. There are many others available.

Color cards can also be used.

Criterion:

The child will name the eight colors when they are presented on each of three days.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Peabody Language Development Kit, K-Level

"Learning Basic Skills Through Music"

Follow-up Activities:

Objective:

The child will name the eight colors when they are presented to be named. (red, blue, green, yellow, orange, brown, black, white)

Activity:

Play a color game. There are many. One effective game is fish pond. Place construction paper fish with paper clip on head on the floor. Use toy fishing pole with magnet for hook. The child catches a fish, names the color, and keeps the fish. If he/she is not right, he/she puts the fish back. At the end of the game you can buy the fish back for M & M's or other reward.

Criterion:

The child will name the eight colors when they are presented on each of three days.

Room/Pupil Arrangement:

In large or small circle around "pond".

Materials/Equipment Needed:

Toy fish pole with magnet

Paper fish of eight colors with paper clips

Follow-up Activities:

Reward materials

Objective:

The child will name the eight colors when they are presented to be named. (red, blue, green, yellow, orange, brown, black, white)

Activity:

Play musical colors. Colored paper shapes on the floor are stepped on to music. The child stops when the music stops. He/she must name color correctly to stay in the game. Many variations of this are useful.

Criterion:

The child will name the eight colors correctly when they are presented on each of three days.

Room/Pupil Arrangement:

In game formation, stepped on colored papers.

Materials/Equipment Needed:

Peabody Language Development Kit, K-Level

"Learning Basic Skills Through Music"

Follow-up Activities:

Objective:

The child will name the eight colors when they are presented to be named. (red, blue, green, yellow, orange, brown, black, white)

Activity:

Use colors in pictures and stories. Stories and poems are available about colors. Draw a picture using each color.

Criterion:

The child will name the eight colors when they are presented on each of three days.

Room/Pupil Arrangement:

Individuals at comfortable tables.

Crayons

Paper

Materials/Equipment Needed:

Follow-up Activities:

8-A-5

Objective:

The child will name the eight colors when they are presented to be named. (red, blue, green, yellow, orange, brown, black, white)

Activity:

The Peabody K-Level Language Kits contain teaching materials relevant to color recognition.

Criterion:

The child will name the eight colors when they are presented on each of three days.

Room/Pupil Arrangement:

Whole group or small group as desired

Materials/Equipment Needed:

Peabody Language Development Kit, K-Level

"Learning Basic Skills Through Music"

Follow-up Activities:

Objective:

The child will name the eight colors when they are presented (red, blue, green, yellow, orange, brown, black, white)

Activity:

The children leaf through magazines and cut out pictures with the color being taught. The pictures are pasted on a chart. Use the chart to review.

Criterion:

The child will name the colors being presented in the lesson.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Magazines

Scissors

Paste

Tag board chart

Follow-up Activities:

8-A-7

Objective:

The child will name the eight colors when they are presented. (red, blue, green, yellow, orange, brown, black, white)

Activity:

Play a guessing game by pinning a color card to a child's back. One is chosen to stand in front of the class. The child turns in order to let the class see the color attached to his/her back. The guessing game begins when the class in turn gives clues to the child who has the color card attached. When the child thinks he/she knows the color he/she raises his/her hand. The teacher or leader asks this question: "Do you know what the color is?" Childs response: "It is ________." The game continues when the child chooses the next player.

Criterion:

The child will name the colors being presented in the lesson.

Room/Pupil Arrangement:

Whole group with one child "it" in turn

Materials/Equipment Needed:

Colored tages of each color being used.

Follow-up Activities:

Objective:

The child will name the eight colors (red, blue, green, yellow, orange, brown, blue, white)

Activity:

This game is played with a large or small group of children. Each child is given a card with the 8 colors in mixed order. A stack of 100 2" X 2" pieces of colored construction paper is placed in the middle of the group. The first player takes a color and names it, and if that color is on the player's card, the child places it on the same color on his/her card. If the child does not have it, then that piece is placed back in the stack and the next child in turn continues the game. The child who completes out a line or card wins.

Criterion:

The child will be able to name the eight colors.

Room/Pupil Arrangement:

Small or large group as desired.

Materials/Equipment Needed:

6 (or more) 6" X 8" tagboard

100 2" X 2" pieces of construction paper using the 8 colors, red, green, blue, yellow, orange, brown, black, white

Follow-up Activities:

Objective:

The child will demonstrate that he/she recognizes likenesses.

Activity:

Use manipulative materials or worksheets to help the child become aware of likenesses. Puzzles are a good device for use in learning to recognize likeness. Do likeness and difference worksheet.

Criterion:

The child will demonstrate that he/she recognizes likenesses when asked to do so on three separate days.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Puzzles

Continental Press Instructional Materials - Likeness and Differences

Follow-up Activities:

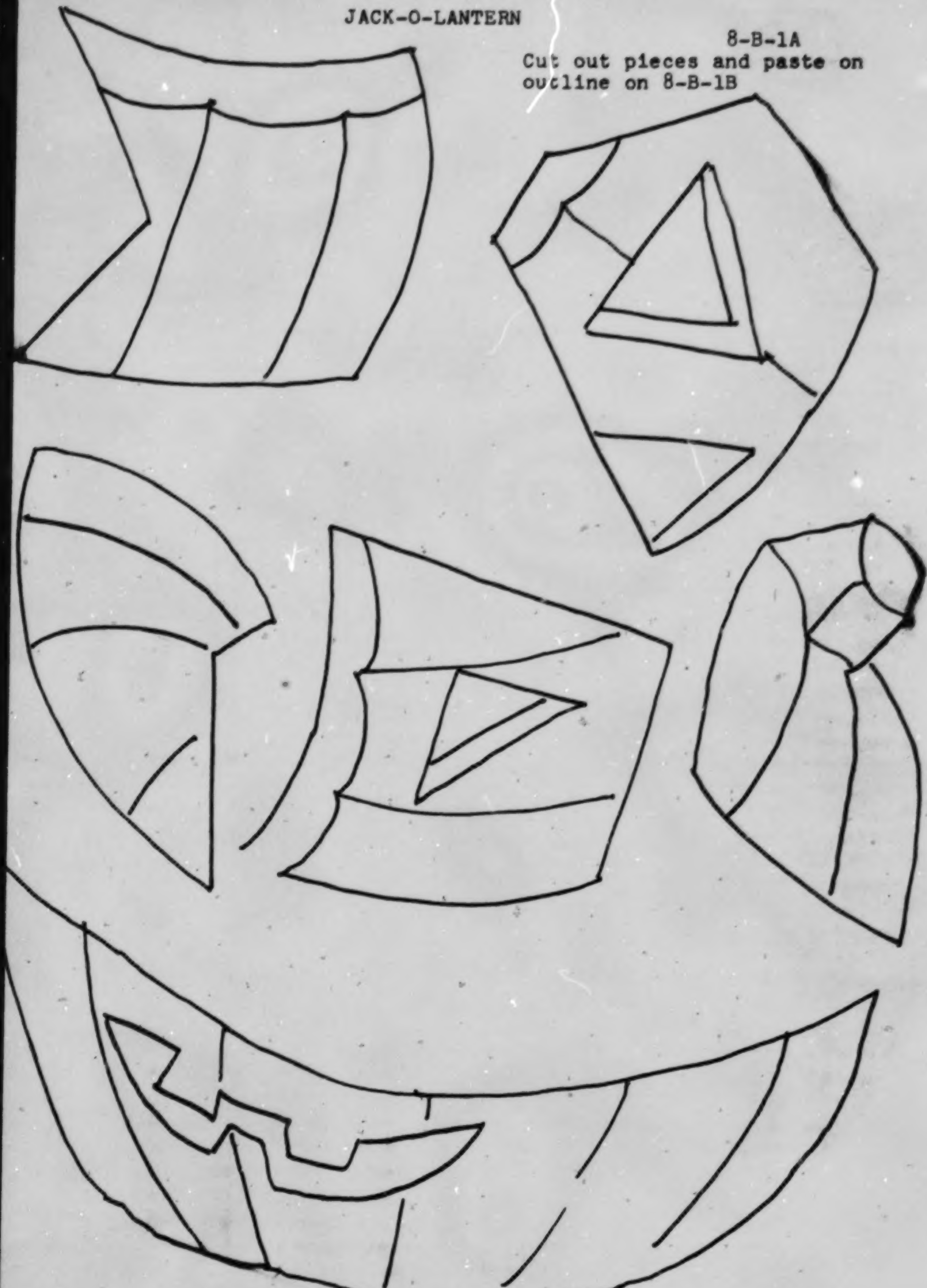
Do Jack-O-Lartern puzzle worksheet 8-B-1A and 8-B-1B.

Have the child cut out the puzzle pieces and paste in the outline.

JACK-O-LANTERN

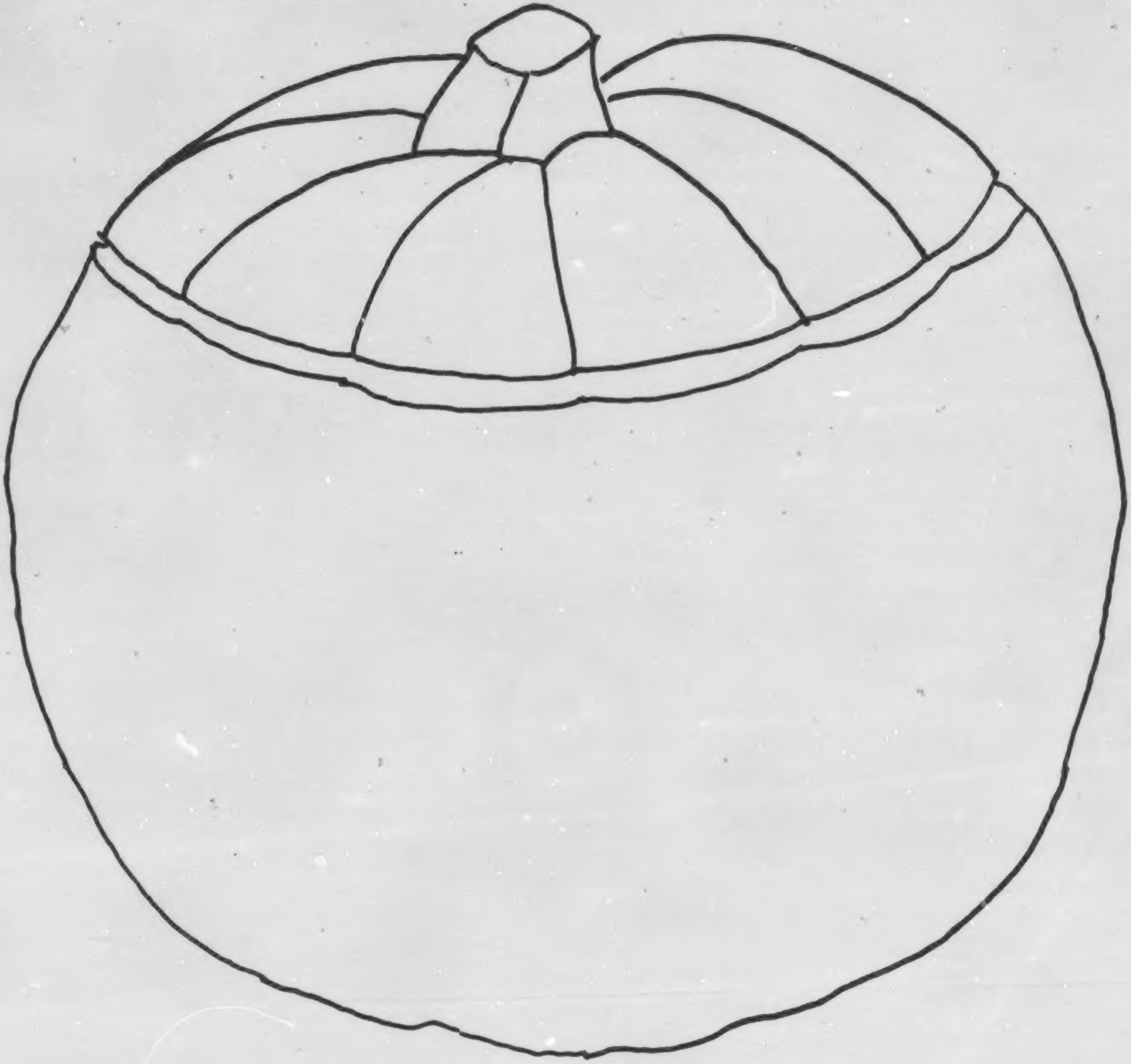
8-B-1A

Cut out pieces and paste on outline on 8-B-1B



JACK-O-LANTERN 8-B-1B

Cut puzzle parts from 8-B-1A and paste in correct order below to form picture.



Objective:

The child will demonstrate that he/she recognizes likenesses.

Activity:

Look at many pictures and visual aids in group discussion to pick out things which are alike. Have child do worksheet from Continental Press: Likeness and Difference. Have children work jigsaw puzzle with attention to likeness of shapes.

Criterion:

The child will demonstrate that he/she recognizes likenesses when asked on three separate days.

Room/Pupil Arrangement:

Whole group or small groups

Materials/Equipment Needed:

Puzzles

Continental Press Instructional Materails - Likeness and Differences

Follow-up Activities:

Objective:

The child will demonstrate that he/she recognizes likenesses.

Activity:

Pay particular attention to lines, sizes, forms and color in discussing likeness in this area. Use pictures or objects for this project. A jigsaw puzzle could be worked to demonstrate like shapes.

Criterion:

The child will demonstrate that he/she recognizes likenesses when asked on three separate days.

Room/Pupil Arrangement:

Whole group or small group

Materials/Equipment Needed:

Puzzles

Continental Press Instructional Materials - Likeness and Differences

Follow-up Activities:

Objective:

The child will demonstrate that he/she recognizes differences.

Activity:

Use manipulative materials or worksheets to help the child become aware of differences. Puzzles are helpful for children in learning to discern shape differences.

Criterion:

The child will demonstrate that he/she recognizes differences when asked on three separate days.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Puzzles

Continental Press - Likeness and Differences

Follow-up Activities:

Objective:

The child will demonstrate that he/she recognizes differences.

Activity:

Use pictures and other visual aids in group discussion to pick out things which are different. Have children do a seatwork sheet from Continental Press: Likeness and Difference.

Criterion:

The child will demonstrate that he/she recognizes differences when asked on three separate days.

Room/Pupil Arrangement:

Whole group or small group/individual

Materials/Equipment Needed:

Puzzles

Continental Press - Likeness and Differences

Follow-up Activities:

8-C-3

Objective:

The child will demonstrate that he/she recognizes differences.

Activity:

Pay particular attention to lines, sizes, forms, and color in discussion of differences in this area.

Criterion:

The child will demonstrate that he/she recognizes differences when asked on three separate days.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Puzzles

Continental Press - *Likeness and Differences*

Follow-up Activities:

Objective:

The child will demonstrate that he/she can recall a visual image.

Activity:

Play "What's Missing" game. Use four objects. Allow the child to look at the objects. Have the child close his/her eyes while one item is removed. He/she then opens his/her eyes and looks to see if he/she can discern what is missing.

Criterion:

The child will demonstrate that he/she can recall a visual image when asked on three separate days.

Room/Pupil Arrangement:

Large group: Circle

Materials/Equipment Needed:

Four objects familiar to children

Follow-up Activities:

Objective:

The child will demonstrate that he/she can recall a visual image.

Activity:

Look at a simple picture or other visual aid. Remove from sight and try to recall everything in the picture.

Criterion:

The child will demonstrate that he/she can recall a visual image when asked on three separate days.

Room/Pupil Arrangement:

Large group in circle.

Materials/Equipment Needed:

Four pictures or

Four objects: Simple for recognition

Follow-up Activities:

Objective:

The child will demonstrate that he/she can recall a visual image.

Activity:

Play games involving remembering visual things.

Criterion:

The child will demonstrate that he/she can recall a visual image when asked on three separate days.

Room/Pupil Arrangement:

Large group in circle

Materials/Equipment Needed:

Pictures or objects suited to games chosen.

Follow-up Activities:

Objective:

The child will demonstrate that he/she can respond to stimuli with color or lines, in keeping with his/her developmental age, without pattern or model.

Activity:

Allow child to create any picture he/she would like to do. Use crayon, chalk or paint.

Criterion:

The child will demonstrate that he/she can respond to stimuli with color or lines, in keeping with his/her developmental age, without pattern or model when asked on three separate occasions.

Room/Pupil Arrangement:

Children working individually in a comfortable table space.

Materials/Equipment Needed:

Paper, drawing media, crayon, chalk, paint

Follow-up Activities:

8-E-2

Objective:

The child will demonstrate that he/she can respond to stimuli with color or lines, in keeping with his/her developmental age, without pattern or model.

Activity:

Play records with definite mood stimuli, have the child create a picture of how it makes him/her feel.

Criterion:

The child will demonstrate that he/she can respond to stimuli with color or lines, in keeping with his/her developmental age, without pattern or model when asked on three separate occasions.

Room/Pupil Arrangement:

Individuals at table space for working

Materials/Equipment Needed:

Drawing paper

Crayons

Mood music records

Follow-up Activities:

Objective:

The child will demonstrate that he/she can respond to stimuli with color or lines, in keeping with his/her developmental age, without pattern or model.

Activity:

Tell a story and have the child react to it by creating his/her own visual impression of the story.

Criterion:

The child will demonstrate that he/she can respond to stimuli with color or lines, in keeping with his/her developmental age, without pattern or model when asked on three separate occasions.

Room/Pupil Arrangement:

Individuals at table working space.

Materials/Equipment Needed:

Story of teachers' choice

Paper

Crayons

Follow-up Activities:

Strand 9:

MUSIC

A. Know loud sounds

B. Know soft sounds

C. Know fast tempo

D. Know slow tempo

E. Repeat rhythms

F. Participate in musical activity

G. Perform in musical activity

H. Participate in cultural activity

I. Respond creatively

Objective:

The child will recognize when sound is loud.

Activity:

Talk about "loud" and demonstrate sensation of loudness in different areas. Have the child practice clapping sounds in a loud manner. Practice stomping, calling, singing loudly also.

Criterion:

The child will correctly express when sound is loud when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Rhythm instrument

Follow-up Activities:

Objective:

The child will express when sound is loud.

Activity:

Experience loud music with records, singing, and rhythm patterns.

Criterion:

The child will correctly express when sound is loud when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Rhythm instrument

Record player

Follow-up Activities:

Objective:

The child will express correctly when sound is loud.

Activity:

Move to music physically in a "loud" manner in order to experience the feeling of loud as well as to hear loud.

Criterion:

The child will correctly express when sound is loud when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Rhythm instrument

Record player

Follow-up Activities:

Objective:

The child will express correctly when sound is loud.

Activity:

Discuss in group why and when some things are loud. For instance, why is music about a storm loud?

Criterion:

The child will correctly express when sound is loud when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Rhythm instrument

Record player

Follow-up Activities:

Objective:

The child will express correctly when sound is loud.

Activity:

Dramatize things which need to be loud.

Criterion:

The child will correctly express when sound is loud when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Rhythm instrument

Record player

Follow-up Activities:

Objective:

The child will express correctly when sound is loud.

Activity:

Rhythm band activities.

Criterion:

The child will correctly express when sound is loud when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Rhythm instrument

Record player

Follow-up Activities:

Objective:

The child will express correctly when sound is soft when asked to do so.

Activity:

Move with music in a manner to interpret the sensation of softness.

Criterion:

The child will correctly express when a sound is soft when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Rhythm instrument

Record player

Follow-up Activities:

Objective:

The child will express correctly when sound is soft.

Activity:

Clap softly in time to the music.

Criterion:

The child will correctly express when a sound is soft when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Rhythm instrument

Record player

Follow-up Activities:

Objective:

The child will express correctly when sound is soft.

Activity:

Discuss in a group and express verbally why and when some things need to be soft in sound.

Criterion:

The child will correctly express when a sound is soft when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Rhythm instrument

Record player

Follow-up Activities:

Objective:

The child will express correctly when sound is soft.

Activity:

Experience soft music with records, singing, and rhythm patterns.

Criterion:

The child will correctly express when a sound is soft when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Rhythm instrument

Record player

Follow-up Activities:

Objective:

The child will express correctly when sound is soft.

Activity:

Dramatize things which need to be done softly.

Criterion:

The child will correctly express when a sound is soft when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Rhythm instrument

Record player

Follow-up Activities:

Objective:

The child will express correctly when sound is soft.

Activity:

Rhythm band activities.

Criterion:

The child will correctly express when a sound is soft when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Rhythm instrument

Record player

Follow-up Activities:

Objective:

The child will express correctly that a tempo is fact.

Activity:

The child will move in time to music so that he/she can experience "fast" as well as hear it.

Criterion:

The child will express correctly that a tempo is fast when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Record player

Rhythm instruments

Follow-up Activities:

Objective:

The child will express correctly that a tempo is fast.

Activity:

Clap hands to music - again feeling and hearing "fast."

Criterion:

The child will express correctly that a tempo is fast when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Record player

Rhythm instruments

Follow-up Activities:

Objective:

The child will express correctly that a tempo is fast.

Activity:

Talk about "fast" and when and why some things need to be fast.

Criterion:

The child will express correctly that a tempo is fast when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Record player

Rhythm instruments

Follow-up Activities:

Objective:

The child will express correctly that a tempo is fast.

Activity:

Dramatize which need to be fast.

Criterion:

The child will express correctly that a tempo is fast when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Record player

Rhythm instruments

Follow-up Activities:

Objective:

The child will express correctly that a tempo is fast.

Activity:

Do rhythm band activities that are fast.

Criterion:

The child will express correctly that a tempo is fast when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Record player

Rhythm instruments

Follow-up Activities:

Objective:

The child will express correctly that a tempo is slow.

Activity:

The child will move in time to music so that he/she can experience "slow" as well as hear it.

Criterion:

The child will express correctly that a tempo is slow when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Record player

Rhythm instruments

Follow-up Activities:

Objective:

The child will express correctly that a tempo is slow when asked to do so.

Activity:

Clap hands to music - again feeling and hearing "slow."

Criterion:

The child will express correctly that a tempo is slow when he/she is asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Record player

Rhythm instruments

Follow-up Activities:

Objective:

The child will express correctly that a tempo is slow.

Activity:

Talk about "slow" and why and when some things need to be slow.

Criterion:

The child will express correctly that a tempo is slow when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Record player

Rhythm instruments

Follow-up Activities:

9-D-4

Objective:

The child will express correctly that a tempo is slow.

Activity:

Dramatize things that need to be slow.

Criterion:

The child will express correctly that a tempo is slow when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Record player

Rhythm instruments

Follow-up Activities:

Objective:

The child will express correctly that a tempo is slow.

Activity:

Do rhythm band activities that are slow.

Criterion:

The child will express correctly that a tempo is slow when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Records

Record player

Rhythm instruments

Follow-up Activities:

Objective:

The child will correctly repeat a rhythm pattern clapped or tapped.

Activity:

Clap many varied but simple rhythm patterns which the child should repeat immediately after hearing each pattern.

Criterion:

The child will correctly repeat a rhythm patterns clapped or tapped when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Rhythm instrument

Follow-up Activities:

Objective:

The child will correctly repeat a rhythm pattern clapped or tapped.

Activity:

Play games such as "Let's Go Walking" using rhythmic patterns as part of the reponse.

Criterion:

The child will correctly repeat a rhythm patterns clapped or tapped when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Rhythm instrument

Activity sheet 1-L-1A Let's Go Walking

Follow-up Activities:

Let's Go Walking may also be known as The Bear Hunt.

Objective:

The child will correctly repeat a rhythm pattern clapped or tapped.

Activity:

Rhythm band activities are good activities for developing rhythmic patterns.

Criterion:

The child will correctly repeat a rhythm patterns clapped or tapped when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Rhythm instruments

Follow-up Activities:

Objective:

The child will attempt to participate in the group activity in an acceptable manner.

Activity:

Sing many songs together which children enjoy. Encourage everyone to participate.

Criterion:

The child will attempt to participate in the group activity in an acceptable manner when observed on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Songs

Rhythm instruments

Records

Record player

Follow-up Activities:

Objective:

The child will attempt to participate in the group activity in an acceptable manner.

Activity:

Play group rhythmic games.

Criterion:

The child will attempt to participate in the group activity in an acceptable manner when observed on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Songs

Rhythm instruments

Records

Record player

Follow-up Activities:

Objective:

The child will attempt to participate in the group activity in an acceptable manner.

Activity:

Rhythm band activities allow an excellent opportunity for cooperative effort.

Criterion:

The child will attempt to participate in the group activity in an acceptable manner when observed on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Songs

Rhythm instruments

Records

Record player

Follow-up Activities:

Objective:

The child will attempt to particpate in the group activity in an acceptable manner.

Activity:

Listening to records and others and having a turn to perform is an example of participation.

Criterion:

The child will attempt to participate in the group activity in an acceptable manner when observed on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Songs

Rhythm instruments

Records

Record player

Follow-up Activities:

Objective:

The child can perform a given task within his/her developmental limits.

Activity:

Singing with the group gives each child an opportunity to perform; accept all efforts.

Criterion:

The child will demonstrate that he/she will perform a given task within his/her developmental limits when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group and individual

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child can perform a given task within his/her developmental limits.

Activity:

Have each child participate in rhythmic movement activities.

Criterion:

The child will demonstrate that he/she will perform a given task within his/her developmental limits when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group and individual

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child can perform a given task within his/her developmental limits when he/she is asked to do so.

Activity:

Each child should be allowed to try to produce rhythmic patterns. Accept all efforts.

Criterion:

The child will demonstrate that he/she can perform a given task within his/her developmental limits when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group and individual

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child can participate in musical and/or rhythmic activities in his/her cultural heritage, within his/her developmental limits.

Activity:

Do folk songs and dances from the cultural heritages of the children.

Criterion:

The child will participate in musical and/or rhythmic activities in his/her cultural heritage, within his/her developmental limits, when he/she is asked to do so on a suitable occasion.

Room/Pupil Arrangement:

Whole group or individual

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child can participate in musical and/or rhythmic activities in his/her cultural heritage, within his/her developmental limits.

Activity:

Select folk music representative of child's heritage. Learn a folk dance such as "Looby Loo" or "La Raspa".

Criterion:

The child will participate in musical and/or rhythmic activities in his/her cultural heritage, within his/her developmental limits, when he/she is asked to do so on a suitable occasion.

Room/Pupil Arrangement:

Whole group or individual

Materials/Equipment Needed:

Folk songs from any primary or kindergarten music series

Follow-up Activities:

9-H-3

Objective:

The child will participate in musical and/or rhythmic activities in his cultural heritage, within his/her developmental limits.

Activity:

Plan holiday and special occasion events around the cultural heritages of the children.

Criterion:

The child will participate in musical and/or rhythmic activities in his/her cultural heritage, within his/her developmental limits, when he/she is asked to do so on a suitable occasion.

Room/Pupil Arrangement:

Whole group or individual

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child can respond in an unstructured manner to melody or rhythm without a model or specific direction, within his/her developmental level.

Activity:

Play a record which encourages free movement. Allow the child to react in motion as he/she feels the music.

Criterion:

The child will respond in an unstructured manner without a model or specific direction to melody or rhythm, within his/her developmental level, when asked to do so on a suitable occasion.

Room/Pupil Arrangement:

Whole group or individual

Materials/Equipment Needed:

Record
Record player
Rhythm instrument

Follow-up Activities:

Objective:

The child will respond in an unstructured manner to melody or rhythm without a model or specific direction, within his/her developmental level.

Activity:

Use rhythm instruments and allow the child to respond independently to the music he/she hears.

Criterion:

The child will respond in an unstructured manner without a model or specific direction to melody or rhythm, within his/her developmental level, when asked to do so on a suitable occasion.

Room/Pupil Arrangement:

Whole group or individual

Materials/Equipment Needed:

Record

Record player

Rhythm instrument

Follow-up Activities:

Objective:

The child will respond in an unstructured manner to melody or rhythm without a model or specific direction, within his/her developmental level.

Activity:

"Pretend" to music - acting as he/she feels and things the music is speaking.

Criterion:

The child will respond in an unstructured manner without a model or specific direction to melody or rhythm, within his/her developmental level, when asked to do so on a suitable occasion.

Room/Pupil Arrangement:

Whole group or individual

Materials/Equipment Needed:

Record

Record player

Rhythm instument

Follow-up Activities:

Strand 10:

SCIENCE

A. Make observation

B. Learn by exploration

C. Learn by experimentation

D. Use reasoning

E. Formulate explanation

F. Learn by discovery

G. Form conclusion

H. Use questions

I. Classify

J. Generalize

Objective:

The child will reply to the proper question with a statement such as, "I see a (cloud)".

Activity:

Lead the child to observe ordinary things in life which he/she may not have noticed before through conversations and questions. Ask the child to reply when asked: "What do you see when you look out the window?" List the replies. Try to elicit many different responses.

Criterion:

The child will reply to the proper question with a statement such as: "I saw a (cloud)" when asked to do so on any given occasion.

Room/Pupil Arrangement:

Large or small group in working area suitable to activity.

Materials/Equipment Needed:

Paper for experience chart

"To Think I Saw It on Mulberry Street"

Material mentioned for activities

Follow-up Activities:

Objective:

The child will reply to the proper question with a statement such as, "I see a (cloud)".

Activity:

Write a group experience story with this lead statement: "On the way to school today, I saw ________________." Ask each child to reply so that everyone is represented on the experience story sheet.

Criterion:

The child will reply to the proper question with a statement such as: "I saw a (cloud)", when asked to do so on any given occasion.

Room/Pupil Arrangement:

Large or small group in working area suitable to activity.

Materials/Equipment Needed:

Paper for experience chart

"To Think I Saw It on Mulberry Street"

Material mentioned for activities

Follow-up Activities:

Objective:

The child will reply to the proper question with a statement such as, "I see a (cloud)".

Activity:

Read the story: "To Think I Saw It on Mulberry Street." This is a delightful way to show children about looking at things around them. Talk about the things the boy saw. Verbally try to tell your own "Mulberry Street" story.

Criterion:

The child will reply to a question with a statement such as: "I saw a (cloud)" when asked to do so on any given occasion.

Room/Pupil Arrangement:

Large or small group in working area suitable to activity.

Materials/Equipment Needed:

Paper for experience chart

"To Think I Saw It on Mulberry Street"

Materials mentioned for activities

Follow-up Activities:

Objective:

The child will reply to the proper question with a statement such as, "I see a (cloud)".

Activity:

Nature walks are good beginning places for observation. Take the children on a suitable walk, accepting all observations. Write an experience story upon your return. Try to include each child with an observation.

Criterion:

The child will reply to the proper question with a statement such as: "I saw a (cloud)" when asked to do so on any given occasion.

Room/Pupil Arrangement:

Large or small group in working area suitable to activity.

Materials/Equipment Needed:

Paper for experience chart

"To Think I Saw It on Mulberry Street"

Follow-up Activities:

1. Raise a bean plant in a transparent cup. Observe its growth.
2. Play dough creating an object which child has observed.
3. Measuring water activities using various measures.

Objective:

The child will reply to the proper question with a statement such as, "I see a (cloud)".

Activity:

Discuss the zoo and what it contains, then do the "Visit the childrens zoo activity sheet."

Criterion:

The child will reply to the proper question with a statement such as: "I saw a (animal)" when asked to do so on any given occasion.

Room/Pupil Arrangement:

Large or small group in working area suitable to activity.

Materials/Equipment Needed:

Visit the zoo worksheet

Follow-up Activities:

Objective:

The child will be able to list the basic characteristics of a tree as determined by his/her own observation.

Activity:

Have your class or group adopt a tree which will be visited several times during the year. When you visit the tree, have the children describe the tree--its shape, size, color, smell but not taste!

Criterion:

The child will be able to list the baisc characteristics of a tree when asked to do so on any given occasion.

Room/Pupil Arrangement:

Large or small groups.

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will be able to list the basic characteristics of a tree as determined by his/her own observation.

Activity:

Make drawings, paintings or photographs of the tree to put up in the room.

Criterion:

The child will be able to list the basic characterisitics of a tree when asked to do so on any given occasion.

Room/Pupil Arrangement:

Large or small groups.

Materials/Equipment Needed:

Paper for drawing

Color

Follow-up Activities:

Objective:

The child will be able to list the basic characteristics of a tree as determined by his/her own observation.

Activity:

Have lunch or snack under or by the tree. Try to learn more about the tree, such as what animals live nearby, what help from people or animals does the tree need, how does the tree help people or animals, etc.

Criterion:

The child will be able to list the basic characteristics of a tree when asked to do so on any given occasion.

Room/Pupil Arrangement:

Large or small groups.

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will observe what happens when food coloring is dropped into jars of water.

Activity:

Allow the children to observe the patterns food coloring makes when it is dropped into a jar with water.

Criterion:

The child will observe and describe what happens when food coloring is added to water on any given occasion.

Room/Pupil Arrangement:

Small groups

Materials/Equipment Needed:

Food coloring and water in a container

Follow-up Activities:

Objective:

The child will observe what happens when food coloring is dropped into jars of water.

Activity:

Allow the children to observe the changes that take place when two primary colors are combined.

Criterion:

The child will observe and describe what happens when food coloring is added to water on any given occasion.

Room/Pupil Arrangement:

Small groups

Materials/Equipment Needed:

Food coloring of primary colors

Container of water

Follow-up Activities:

Objective:

The child will seek an answer to a question such as "Why does it snow in the winter?" with a statement such as: "Because it is (cold)".

Activity:

Play a pretend game. Look for a pretend object. Decide where many places might be probable to look. Ask "Why are you looking there?" Have the child answer: "Because ________________." Help him/her to understand the question and answer.

Criterion:

The child will seek answer to a "Why" question with "Because" answers.

Room/Pupil Arrangement:

Large group

Materials/Equipment Needed:

Object to hunt

Follow-up Activities:

Objective:

The child will freely explore various collections of objects.

Activity:

Allow the children to explore each collection on different days. Allow them to make their own conclusions about the materials. Some children will want to examine every object, some will start making their own "mini-collection" of favorites, others will start observing differences and similarities between the objects. Ask the child to tell you: "What do you see? Tell me about it." Encourage the child to expand ideas.

Criterion:

The child will explore a collection of objects when asked to do so on any given occasion.

Room/Pupil Arrangement:

Small group

Materials/Equipment Needed:

Collections of common objects such as bottle caps, lids buttons, keys, shells, etc.

Follow-up Activities:

Objective:

The child will try to find the answer to a given problem by experimenting, within his/her developmental level.

Activity:

In a group session, pose the question, "How do you think this would work?" What would work better? Use a subject with which children can relate to lead them to try various solutions. A good beginning might relate to Simple Simon carrying water in a sieve.

Criterion:

The child will try to find the answer to a given problem by experimenting, within his/her developmental level, when asked to do so.

Room/Pupil Arrangement:

Small or large group circles or learning center areas related to activity.

Materials/Equipment Needed:

Willy The Wisher and Other Thinking Stories

Follow-up Activities:

Objective:

The child will try to find the answer to a given problem by experimenting, within his/her developmental level.

Activity:

Use stories in which the child completes the ending in an attempt to find a solution. *Willy The Wisher* and *Other Thinking Stories* offer this type of activity.

Criterion:

The child will try to find the answer to a given problem by experimenting, within his/her developmental level, when asked to do so.

Room/Pupil Arrangement:

Small or large group circles or learning center areas related to activity.

Materials/Equipment Needed:

Willy The Wisher and *Other Thinking Stories*

Follow-up Activities:

Objective:

The child will try to find the answer to a given problem by experimenting, within his/her developmental level.

Activity:

Use puzzles and manipulative toys which require experimenting with shapes and sizes as well as direction of pieces. Use of a ball with shapes or numbers to be matched in order to insert object.

Criterion:

The child will try to find the answer to a given problem by experimenting, within his/her developmental level, when asked to do so.

Room/Pupil Arrangement:

Small or large group circles or learning center areas related to activity.

Materials/Equipment Needed:

Puzzles and manipulative toys

Follow-up Activities:

Objective:

The child will try to find the answer to a given problem by experimenting, within his/her developmental level.

Activity:

Use water and measuring devices to experiment with amounts. Estimate like or unlike amounts where shapes of containers differ. Then test the answer.

Criterion:

The child will try to find the answer to a given problem by experimenting, within his/her developmental level, when asked to do so.

Room/Pupil Arrangement:

Small or large group circles or learning center areas related to activity.

Materials/Equipment Needed:

Containers and liquid

Follow-up Activities:

10-D-1

Objective:

The child will solve a problem using the process of reasoning when given the opportunity.

Activity:

In a group discussion use the approach to a problem of: If--then. Help the children to follow a problem through with the process of thinking. This can be structured into a game situation. Ask: If the sun rises, then what will happen?" (an example).

Criterion:

The child will solve a problem using the process of reasoning, within his/her developmental level, when given the opportunity and asked to do so on a specific occasion.

Room/Pupil Arrangement:

Large or small group discussion circle.

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will solve a problem using the process of reasoning when given the opportunity.

Activity:

Another group activity includes making a statement of "This happened becasue _______." Allow everyone to offer his/her solution.

Criterion:

The child will solve a problem using the process of reasoning, within his/her developmental level, when given the opportunity and asked to do so on a specific occasion.

Room/Pupil Arrangement:

Large or small group discussion circle.

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will propose an explanation when asked to make a conclusion using information available, within his/her developmental level.

Activity:

In group discussions, propose a question such as: "Why did that happen?" Help the children to reach and verbalize explanations. Role playing in this situation would be helpful.

Criterion:

The child will propose an explanation when asked to make a conclusion using information available, within his/her developmental level, when asked to do so on a given occasion.

Room/Pupil Arrangement:

Large or small group in discussion circle.

Materials/Equipment Needed:

"Little Red Hen" or other story suitable.

Follow-up Activities:

10-E-2

Objective:

The child will propose an explanation when asked to make a conclusion using information available, within his/her developmental level.

Activity:

Read a story such as "The Little Red Hen," so that you can then ask, "What made (_____) do (_____) in the story?"

Criterion:

The child will propose an explanation when asked to make a conclusion using information available, within his/her developmental level, when asked to do so on a given occasion.

Room/Pupil Arrangement:

Large or small group in discussion circle.

Materials/Equipment Needed:

"Little Red Hen" or other story suitable.

Follow-up Activities:

Objective:

The child will propose an explanation when asked to make a conclusion using information available, within his/her developmental level.

Activity:

Follow up stories and discussions with the question, "What would have been a better way to do this and why?"

Criterion:

The child will propose an explanation when asked to make a conclusion using information available, within his/her developmental level, when asked to do so on a given occasion.

Room/Pupil Arrangement:

Large or small group in discussion circle.

Materials/Equipment Needed:

"Little Red Hen" or other story suitable.

Follow-up Activities:

Objective:

The child will propose an explanation when asked to make a conclusion using information available, within his/her developmental level.

Activity:

Worksheet "If I Were."

Criterion:

The child will propose an explanation when asked to make a conclusion using information available, within his/her developmental level, when asked to do so on a given occasion.

Room/Pupil Arrangement:

Large or small group in discussion circle.

Materials/Equipment Needed:

"Little Red Hen" or other story suitable.

Worksheet

Follow-up Activities:

Objective:

The child will discover conclusions when given usable information and an opportunity to work toward a conclusion.

Activity:

Use actual experiences and experiments where possible. Water and measuring devices, using different sizes and containers, for instance, lead to the discovery of amounts and sizes.

Criterion:

The child will discover conclusions when given usable information and an opportunity to work toward a conclusion, within his/her developmental level, when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group and learning center

Materials/Equipment Needed:

Measuring devices

Follow-up Activities:

Objective:

The child will discover conclusions when given usable information and an opportunity to work toward a conclusion.

Activity:

Growing plants provide many things to discover as they are watered and observed. Plant bean seeds in individual transparent containers. Watch and chart growth of plants.

Criterion:

The child will discover conclusions when given usable information and an opportunity to work toward a conclusion, within his/her developmental level, when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group and learning centers

Materials/Equipment Needed:

Seeds

Soil

Containers

Follow-up Activities:

Objective:

The child will discover conclusions when given usable information and an opportunity to work toward a conclusion.

Activity:

Classify fruits and vegetables. Divide a sheet of paper into half, place pictures of fruits on one side and vegetables on the other side.

Criterion:

The child will discover conclusions when given usable information and an opportunity to work toward a conclusion, within his/her developmental level, when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group and learning centers

Materials/Equipment Needed:

Pictures of fruit and vegetables
Large sheet of paper
Scissors
Paste

Follow-up Activities:

Objective:

The child will discover which objects are attracted to a magnet.

Activity:

Allow the children to experiment with the magnets on their own. After they have had a chance to experiment, see if they can divide objects into two groups--those attracted to a magnet and those not attracted.

Criterion:

The child will show which objects are attracted to a magnet when asked to do so on any given occasion.

Room/Pupil Arrangement:

Small group

Materials/Equipment Needed:

Magnets for each child

Objects for them to experiment with such as: paper clips, nails, pins, string, beans, crayons, pencils, nuts, bolts, pipe cleaners, etc.

Follow-up Activities:

Objective:

The child will demonstrate that he/she an use relevant material to reach a correct conclusion, within his developmental level.

Activity:

When growing plants in the room, the child reaches some of the conclusions: plants must have water, roots grow down and plants up at the same time, if you pull the plant up it will not grow, and plants need light. Any opportunity to observe a project such as this one together will help in reaching of conclusions. Hands-on projects are very helpful.

Criterion:

The child will demonstrate that he/she can use relevant material to reach a correct conclusion, within his/her developmental level, when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Seeds

Soil, etc. for growing plants

Follow-up Activities:

Objective:

The child will demonstrate that he/she can question in such a manner as to obtain needed information, within his developmental level.

Activity:

As discussions and hands-on experiences are met, help the child learn to say, "Why did this happen?" or "Why didn't this happen?" Allow one extra plant so that it can be allowed to go without water. Conclude the obvious.

Criterion:

The child will demonstrate that he/she can question in such a manner as to obtain needed information, within his developmental level, when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Planted bean

Follow-up Activities:

Objective:

The child will demonstrate that he/she can question in such a manner as to obtain needed information, within his/her developmental level.

Activity:

Using picture puzzles or other manipulative toys, learn to consider these, "Why doesn't this work?"

Criterion:

The child will demonstrate that he/she can question in such a manner as to obtain needed information, within his/her developmental level, when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Picture puzzle

Follow-up Activities:

Objective:

The child will demonstrate that he/she can question in such a manner as to obtain needed information, within his/her developmental level.

Activity:

Which animal baby goes with each mother. Use worksheet of animals babies and mothers.

Criteria:

The child will demonstrate that he/she can question in such a manner as to obtain needed information, within his/her developmental level, when asked to do so on a specific occasion.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Worksheet for matching animal babies and mothers

Follow-up Activities:

Objective:

The child will demonstrate that he/she can place objects into correct groupings.

Activity:

Use the instructo flannel board set on classification. The child draws a card which he/she then places on the flannel board in the proper group.

Criterion:

The child will demonstrate that he/she can place object into correct groupings when asked to do so on three separate occasions.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Instruct flannelboard classification

Follow-up Activities:

Objective:

The child will demonstrate that he/she can place objects into correct groupings.

Activity:

Use miniature objects or pictures for placing in proper groupings - varying the types of objects and groupings frequently to maintain interest. Have child place objects with the correct picture.

Criterion:

The child will demonstrate that he/she can place object into correct groupings when asked to do so on three separate occasions.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Peabody Picture cards

Instructo flannelboard: Classification

Follow-up Activities:

Objective:

The child will demonstrate that he/she can place objects into correct groupings.

Activity:

Seatwork with classification activities are helpful in this area. One example is to divide a large sheet of paper in half - label one side as a refrigerator and one as a closet. Cut out magazine pictures and paste the pictures correctly on the paper.

Criterion:

The child will demonstrate that he/she can place object into correct groupings when asked to do so on three separate occasions.

Room/Pupil Arrangement:

Whole group

Materials/Equipment Needed:

Follow-up Activities:

Objective:

The child will describe and sort objects according to their various properties.

Activity:

Give each pair of children a tray of objects to sort. Suggest that they sort the objects by size.

Criterion:

The child will sort and describe the groupings of objects he/she has made, when asked to do so on any given occasion.

Room/Pupil Arrangement:

Children arranged to work in pairs

Materials/Equipment Needed:

Buttons

Shape blocks

Seeds, etc.

Follow-up Activities:

Objective:

The child will describe and sort objects according to their various properties.

Activity:

Give each pair of children a tray of objects to sort by color. Ask them to describe their groupings.

Criterion:

The child will sort and describe the groupings of objects he/she has made, when asked to do so on any given occasion.

Room/Pupil Arrangement:

Children arranged to work in pairs

Materials/Equipment Needed:

Buttons

Poker chips

Shape blocks

Beads

Seeds

Balloons, etc.

Follow-up Activities:

Objective:

The child will describe and sort objects according to their various properties.

Activity:

Give each pair of children several shape blocks and have them group them according to shape.

Criterion:

The child will sort and describe the groupings of objects he/she has made, when asked to do so on any given occasion.

Room/Pupil Arrangement:

Children arranged to work in pairs

Materials/Equipment Needed:

Shape blocks

Family of shape blocks

Follow-up Activities:

Objective:

The child will describe and sort objects according to their various properties.

Activity:

Give each child several objects and have him/her sort them into groups according to softness or hardness.

Criterion:

The child will sort and describe the groupings of objects he/she has made, when asked to do so on any given occasion.

Room/Pupil Arrangement:

Children arranged to work in pairs

Materials/Equipment Needed:

Cotton
Pencils
Erasers
Paper clips
Corks
Shells
Seeds
Fabric scraps, etc.

Follow-up Activities:

Objective:

The child will demonstrate that he/she can generalize from given information and reach a logical conclusion, within his developmental level.

Activity:

Keep a weather calendar over a period of time. Generalize that at certain times of the year, weather is colder or has more rain than others. Day to day generalizations can be drawn in this activity.

Criterion:

The child will demonstrate that he/she can generalize from given information and reach a logical conclusion, within his/her developmental level, when asked to do so.

Room/Pupil Arrangement:

Whole group or learning centers

Materials/Equipment Needed:

Calendars

Follow-up Activities:

Objective:

The child will demonstrate that he/she can generalize from given information and reach a logical conclusion, within his/her developmental level, when asked to do so.

Activity:

In the plant growing projects, withhold water from one plant and compare to the other to generalize the need of care and water for plants.

Criterion:

The child will demonstrate that he/she can generalize from given information and reach a logical conclusion, within his/her developmental level, when asked to do so.

Room/Pupil Arrangement:

Whole group or learning centers

Materials/Equipment Needed:

Growing plants

Follow-up Activities:

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How to use Checklist and Class list

Checklist

These pages may be reproduced in quantity and used for scoring each child initially and at intervals through the year. It is designed to be used on a criterion basis, with assessments occuring through the year, as the child meets each goal, and as a guide to the instructional activities: if a child has met the objective, it is logical that no further instruction is needed, and preparation to meet the next objective may begin.

Items marked with an asterisk (*) on the checklist are suggested as a pre entry screening, for title I selection or other use, and may influence the initial placement of a child in the curriculum. Items marked were considered as initial concepts that some children would be expected to know already. These items are in strands 1, 6, and 8.

Class list

These are designed to be used as a quick check of progress for individuals or for class as a whole. Scores or mastery may be entered for each time a child is assessed. By using different colored markers or symbols a number of entries may be made and useful information entered on a summary basis.

PRESCHOOL CURRICULUM CHECKLIST

Student Name____________________ Date____________________

Teacher____________________ School____________________

Instructions: Assess each student on a pretest basis. Later assessment may be made at any time child can achieve objective. Use different color to record subsequent scores.

*1-A. State own name. Say: "Tell me your name." If child does not provide both first and last name, say: "Tell me your first and last name." Indicate with a + mark for accomplishment.

Dates				Max. Score	Child Score
First name				1	
Last name				1	
			Total	2	

*1-B. Respond to a command. Ask child to raise his/her hand. Mark with a + for correct response.

Ans.				2	
			Total	2	

*1-C. Identify body parts. Ask child to touch each when asked: Head, hand, foot, arm, knee, neck, nose, mouth, ear, eye. Use + for each correct response

Head				1	
Hand				1	
Foot				1	
Arm				1	
Knee				1	
Neck				1	
Nose				1	
Mouth				1	
Ear				1	
Eye				1	
			Total	10	

*1-D. Recall facts. Tell a four part story, then ask questions about each part. Mark each correct response with a +. Story: A little girl had a white cat called Fluffy. She gave Fluffy a toy mouse. Fluffy dropped the mouse.

1. Who was Fluffy?
2. Who had Fluffy?
3. What did the girl give Fluffy?
4. What did Fluffy do with the mouse?

Q-1				2	
Q-2				2	
Q-3				3	
Q-4				3	
			Total	10	

*1-E. Follow commands. Give the child a three part command. Say: "Raise your hand, then hop on one foot, then sit down." Mark with a + if child responds correctly in order

1				0	
2				0	
3				5	
			Total	5	

*1-F. Name objects;
Show child pictures of ten common objects. Mark each correct response with a +. Owl, turkey, dog, tractor, cheese, jello, rabbit, carrot, skates, apple. Ask child to name each one.

Dates				Max. Score	Child Score
owl				1	
Turkey				1	
Dog				1	
Tractor				1	
Cheese				1	
Jello				1	
Rabbit				1	
Carrot				1	
Skates				1	
Apple				1	
			Total	10	

1-G. Respond in a sentence.
Show child an object (apple) and say: "What is this?" If response is not "This is an apple," or similar, say: "Say the whole thing." Mark correct response with a +.

				5	
			Total	5	

*1-H. Know same and different.
Show child an object, ask child to select another one the same as shown. Then show child three pictures (2 alike and one different) and ask child to identify those the same and that which is different. Mark correct responses with a +.

S				4	
D				4	
			Total	8	

1-I. Recall sequentially.
Tell a short story with three major points. Ask child to recall. "What happened first?" "Then what?" "and then?" Mark correct responses with a +.

				10	
			Total	10	

*1-J. Repeat a five word sentence. Say: "A child had two apples." Ask child to repeat it. Mark with a + if correct.

				3	
			Total	3	

1-K. Identify rhymes.
Ask the child to identify the rhyming words when given these words: "Cake, rope, snake." Mark correct response with a +.

				5	
			Total	5	

1-L. Identify prepositions. Set up two small boxes with lids and objects. Place the objects in different positions and have the child to tell where the object is for the following: (over, under, up, down, through, on, in, front, back, beside, between. Mark each correct response with a +.

Dates				Max. Score	Child Score
Over				2	
Under				2	
Up				2	
Down				2	
on				2	
In				2	
Between				2	
Through				2	
Front				2	
Back				2	
Beside				2	
			Total	22	

1-M. Know own address and phone number. Ask child to state address and phone number; mark correct answer with a +.

address				11	
Phone				11	
			Total	22	

2-A. Identify upper and lower case letters. Ask child to identify each letter of the alphabet, both upper and lower case when shown in random order. Mark with a +.

Upper case				13	
Lower case				13	
			Total	26	

2-B. Relate an experience story. Ask child: "What did you see on your way to school today?" If child tells something specific in proper syntax, mark with a +.

				10	
			Total	10	

2-C. Recognize and produce beginning consonant sounds. Show child the consonants, in order, and ask him/her to produce the correct sound for each. Score 2 points each.

B				2	
C				2	
D				2	
F				2	
G				2	
H				2	
J				2	
K				2	
L				2	
M				2	
N				2	
P				2	
R				2	
S				2	
T				2	
V				2	
W				2	
Y				2	
Z				2	
			Total	38	

2-D. Decode Pictographs (Use only if Rebus or similar program is used). Prepare a five word pictograph sentence and ask child to decode (Note: this program is for children who are not ready to begin letter decoding. Mark with a +.

Dates				Max. Score	Child Score
				20	
			Total	20	

2-E. Decode one syllable words. Prepare a list of ten words from vocabulary list and ask child to decode. Score 3 for each word; write in words missed for a later assessment. Mark with a +.

				3	
				3	
				3	
				3	
				3	
				3	
				3	
				3	
				3	
				3	
			Total	30	

2-F. Read and comprehend a sentence. Choose a 5 or 6 word sentence from the reading program and ask child to read it and tell you what it says. Use teacher judgement for comprehension. Mark with a +.

				30	
			Total	30	

3-A. Roll a ball. Ask child to roll a ball to you from a distance of about six feet. if sucessful, mark with a +.

				2	
			Total	2	

3-B. Toss and catch. Ask child to toss a soft 6 to 8 inch ball or beanbag to you, then toss it back from about 4 feet and ask child to catch. Mark with a +.

				3	
			Total	3	

3-C. Walk. Ask child to walk along a marked line for ten feet without stepping off. Mark with a +.

				2	
			Total	2	

3-D. March. Ask child to march, stepping to rhythm for at least ten beats. Mark with a +.

				3	
			Total	3	

3-E. Gallop. Ask child to gallop for at least twenty feet. Mark with a +.

				3	
			Total	3	

3-F. Jump forward.
Ask child to jump forward on two feet for a distance of ten feet. Mark with a +.

Dates				Max. Score	Child Score
				4	
		Total		4	

3-G. Hop on one foot.
Ask child to hop on one foot for a distance of ten feet. Then ask child to hop back using other foot. Mark with a +.

L				2	
R				2	
		Total		4	

3-H. Imitate movements.
Ask child to imitate your movements: extend and lower right arm, right foot, both, left arm, left foot, both, then right arm and left foot, then left arm and right foot. Mark with a +.

RA				1	
RF				1	
RA, RF				1	
LA				1	
LF				1	
LA, LF				1	
RA, LF				1	
LA, RF				1	
		Total		8	

3-I. Skip.
Ask child to skip for at least ten feet. Mark with a +.

				5	
		Total		5	

4-A. Writing
Hold pencil correctly. Mark with a + when child can do this.
4-B. Marks within a 1/4" path with pencil. Mark with a +.
4-C. Traces on a line. Mark with a +.
4-D. Traces a template. Mark with a +.
4-E. Reproduce patterns of beads on pegboard. Mark with a +.
4-F. Reproduces shapes. Mark with a +.
4-G. Cut on a line. Mark with a +.
4-H. Writes lower and upper case letters. Mark with a +.
4-I. Writes own name in proper manuscript form. Mark with a +.
4-J. Write numerals correctly 1-20. Mark with a +.
4-K. Copy a word correctly. Mark with a +.
4-L. Copy a sentence correctly (5 words). Mark with a +.

				1	
				1	
				2	
				2	
				3	
				4	
				4	
				26	
				10	
				10	
				10	
				25	
		Total		98	

Emotional Development. Use teacher judgement from observation in class

		Dates				Max. Score	Child Score
5-A.	Has emotional control. Mark with a + when successful.					5	
5-B.	Is aware of feelings. Mark with a + when successful.					5	
5-C.	Copes with fears. Mark with a + when successful.					5	
5-D.	Has satisfactory peer relationships. Mark with a + when successful.					5	
5-E.	Develops friendships. Mark with a + when successful.					5	
5-F.	Shows sportsmanship. Mark with a + when successful.					5	
5-G.	Shares with others. Mark with a + when successful.					5	
5-H.	Has positive self-image. Mark with a + when successful.					5	
5-I.	Knows right from wrong. Mark with a + when successful.					5	
5-J.	Attends to personal needs. Mark with a + when successful.					5	
					Total	50	

*6-A. Identify shapes.
Show circle, square, triangle and rectangle and ask child to identify each.

				Max. Score	Child Score
circle				2	
square				2	
triangle				2	
rectangle				2	
			Total	8	

						Max. Score	Child Score
*6-B.	Count objects. Ask child to count objects to 20.					5	
*6-C.	Rote count. Ask child to rote count to 100, help at decades.					10	
*6-D.	Identify numerals. Ask child to identify numerals to 20 as shown.					20	
6-E.	Match numerals and objects. Ask child to match numbers of objects with numerals shown (1-5).					5	
6-F.	Tell time. Ask child to tell time on the hour and half hour.	½ hour				5	
		Hour				5	
6-G.	Identify coins. Ask child to identify penny, nickel, dime.	P				2	
		N				2	
		D				2	
6-H.	Compare coin value. Ask child to match coins to make equal values, pennies, nickel, dime.					10	

	Dates				Max. Score	Child Score
6-I. Compute simple addition. Ask child to add simple problem (5)					20	
6-J. Compute simple subtraction. Ask child to do simple subtraction problem (5)					25	
				Total Math	116	

Social science. Use teacher judgement from observation in class.

7-A. Is aware of self. Mark with a +.					5	
7-B. Knows family members. Mark with a +.					5	
7-C. Knows value of school. Mark with a +.					5	
7-D. Knows community helpers. Mark with a +.					5	
7-E. Awareness of cultural heritage. Mark with a +.					5	
7-F. Follows basic school rules. Mark with a +.					5	
7-G. Awareness of holidays. Mark with a +.					5	
7-H. Knows three modes of transportation. Mark with a +.					5	
				Total	40	

*8-A. Know basic colors. Ask child to identify 8 basic colors.	red				1	
	orange				1	
	brown				1	
	blue				1	
	yellow				1	
	black				1	
	green				1	
	white				1	
8-B. Aware of likeness. Show child three objects, 2 alike, 1 different. Ask child to identify the ones alike					2	
8-C. Aware of differentness. Ask child to identify the one that is different.					2	
8-D. Recall a visual image. Arrange 5 blocks in a pattern. Have child close eyes and remove one block. Ask child to replace block as it was					3	
8-E. Draw a picture. Tell a story and ask child to draw a picture about it. Use teacher judgement.					5	
				Total	20	

Music. (A-D) Play rhythm music, or clap hands or other rhythm - have child identify each concept when used.

		Dates				Max. Score	Child Score
9-A.	Know loud sounds.					2	
9-B.	Know soft sounds.					2	
9-C.	Know fast tempo.					2	
9-D.	Know slow tempo.					2	
9-E.	Repeat rhythms. Ask child to repeat a simple rhythm pattern of clapping or tapping.					5	
9-F.	Participate in music activity. Observe child in group misic activity					4	
9-G.	Perform in musical activity. Use rhythm instruments in group activity Teacher observe.					4	
9-H.	Participate in cultural activity. Use cultural music, games, observe child.					4	
9-I.	Respond creatively. Play mood music. Ask child (group) to respond by movement, observe.					5	
					Total	30	

Science. Observe child in science activities, in group and individually. Use teacher judgement to determine achievement in each. Use open ended questions.

10-A.	Make observation.					5	
10-B.	Learn by exploration.					5	
10-C.	Learn by experimentation.					5	
10-D.	Use reasoning.					5	
10-E.	Formulation explanation.					5	
10-F.	Learn by discovery.					5	
10-G.	Form conclusion.					5	
10-H.	Use questions.					5	
10-I.	Classify.					5	
10-J.	Generalize.					5	
					Total	50	

	ACTIVITY	NAME														
1A:	State own name															
1B:	Respond to a command															
1C:	Identify body parts															
1D:	Recall facts															
1E:	Follow commands															
1F:	Name objects															
1G:	Respond in a sentence															
1H:	Know same and different															
1I:	Recall sequentially															
1J:	Repeat a sentence															
1K:	Identify rhymes															
1L:	Identify prepositions															
1M:	Know phone number and address															
2A:	Identify upper and lower case letters															
2B:	Relate experience story															
2C:	Recognize consonant sounds															
2D:	Decode pictographs (Rebus)															
2E:	Decode one syllable words															
2F:	Read and comprehend a sentence															
3A:	Roll a ball															
3B:	Toss and catch															
3C:	Walk															
3D:	March															
3E:	Gallop															
3F:	Jump forward															
3G:	Hop															

3H:	Imitate movements															
3I:	Skip															
4A:	Writing															
4B:	Marks within a ¼" path with pencil															
4C:	Traces on a line															
4D:	Traces a template															
4E:	Reproduce patterns															
4F:	Reproduce shapes															
4G:	Cut on a line															
4H:	Writes lower and upper case letters															
4I:	Writes own name in manuscript form															
4J:	Write numerals correctly 1-20															
4K:	Copy a word correctly															
4L:	Copy a sentence correctly															
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5B:	Is aware of feelings															
5C:	Copes with fears															
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5E:	Develops friendships															
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5G:	Shares with others															
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6A: Identify shapes															
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6C: Rote count															
6D: Identify numerals															
6E: Match numerals and objects															
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8B: Aware of likeness															
8C: Aware of differentness															
8D: Recall a visual image															
8E: Draw a picture															

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